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ABSTRACT

The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing, and retaining well-qualified individuals for the teaching profession in South Carolina. In doing so, SCCTR strives to respond to changing needs for teachers from underrepresented populations, in critical subject fields, and in underserved geographical areas in South Carolina. This report focuses on: the SCCTR's top 10 accomplishments for 1997-98; accomplishments over the years; an overview of the SCCTR; minority recruitment; the ProTeam middle school program (which offers a course designed to interest middle school students in the education profession); the Crossroads Summer Institute (a week-long summer institute for rising black male high school freshmen); the Summer Teaching Careers Institute (a week-long program for rising high school seniors who have expressed interest in teaching); the Teacher Cadet Program (a teacher recruitment strategy that provides high school students with insight into the nature and problems of teaching); the Teacher Job Bank (a statewide education job placement service); the South Carolina Expo for Teacher Recruitment; the SCCTR teacher forum (meetings and activities to recognize and involve state and district teachers of the year, to enhance the image of teaching, and to develop leadership); the Teacher in Residence Program; and evaluation of the SCCTR every 3 years. (SM)

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# South Carolina Center for Teacher Recruitment 1997-98 Annual Report

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Ward House
Rock Hill, SC 29733
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South Carolina Center
for Teacher Recruitment

# 1997-1998 Annual Report

*Teaching is Reaching the Next Generation*

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# SCCTR Staff

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Director

***Rita Stringfellow***
Associate Director

***Alvarez Anderson***
ProTeam Specialist

***Angela Brown***
Minority Recruitment/College HelpLine Specialist

***Kelly Evans***
College Partnerships Specialist

***Christine Fisher***
1998 SC Teacher of the Year
Teacher Forum Specialist

***Carol Poole***
Teacher Cadet Specialist

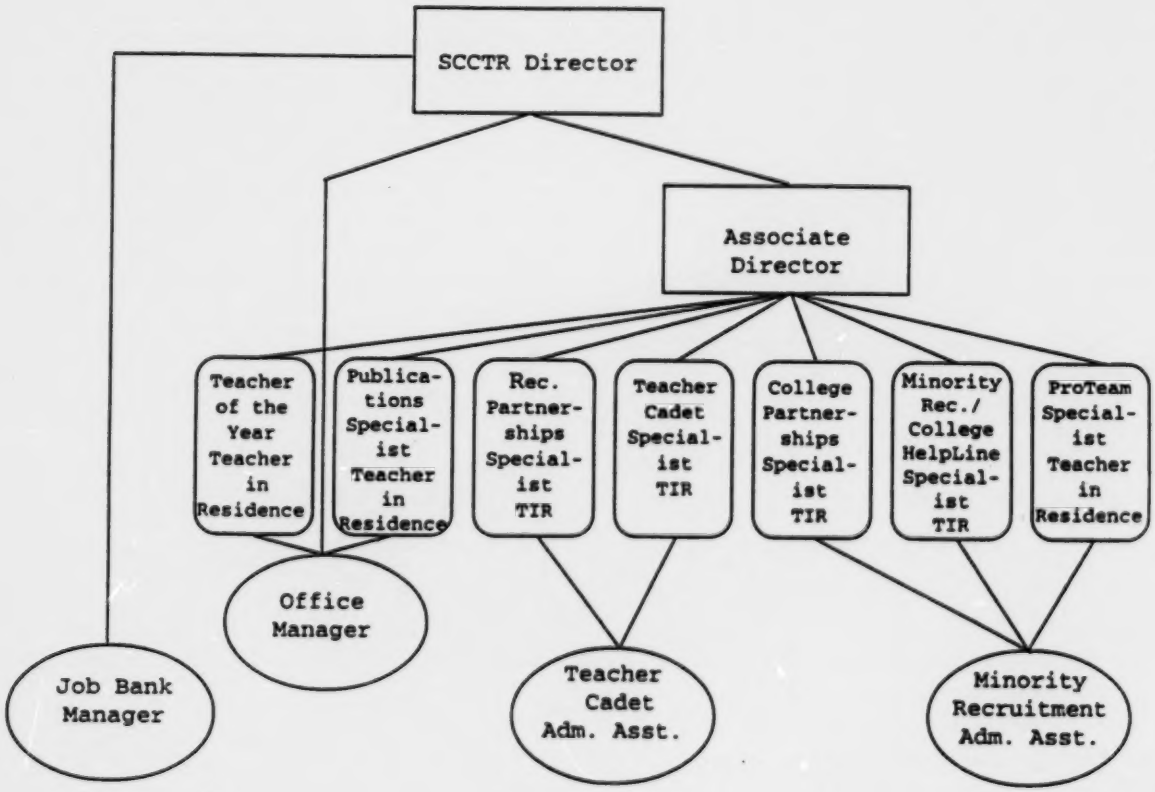
***Ann Byrd Seegars***
Publications Specialist

***Sandi Everson***
Office Manager

***Martha Kennedy***
Teacher Cadet Administrative Assistant

***Tammy Gillett***
Minority Recruitment Administrative Assistant

***Phyllis Archie***
Job Bank Manager


SCCTR Director
Associate Director
Teacher of the Year Teacher in Residence
Publications Specialist Teacher in Residence
Rec. Partnerships Specialist TIR
Teacher Cadet Specialist TIR
College Partnerships Specialist TIR
Minority Rec./ College HelpLine Specialist TIR
ProTeam Specialist Teacher in Residence
Office Manager
Job Bank Manager
Teacher Cadet Adm. Asst.
Minority Recruitment Adm. Asst.

# Introduction

> *"Iron rusts from disuse, stagnant water loses its purity, and in cold weather water becomes frozen. Even so does inaction sap the vigor of the mind."*
> *Leonardo da Vinci*

This past year was another busy one for the staff at the South Carolina Center for Teacher Recruitment. We started the year off with a complete overhaul of the ProTeam Program with a new curriculum and a conference to train the ProTeam teachers in the use of the curriculum. We've received positive feedback from teachers using the curriculum and from prospective sites, both in-state and out-of-state. The general comment is "This program fits in with what we are trying to accomplish in our middle school."

The ink was barely dry on the ProTeam curriculum when we started the process of revising and updating the Teacher Cadet curriculum, *Experiencing Education*. Even though it has only been three years since the last revision, our network of teachers and staff saw the need to add some new information and bring the examples and resources up-to-date. It wasn't difficult to convince me of the need since I lived with a Teacher Cadet who pointed out the dated material each night over dinner. The revisions include a "Foreign Language and Youth" section that addresses another one of South Carolina's critical subject shortage areas. This fall we will share the newly revised curriculum with the Teacher Cadet teachers and college partners at our annual fall conference.

The curriculum revisions, the newly legislated Education Accountability Act, and the ongoing dilemma of some college partners offering college credit for the Teacher Cadet course and some not, brought us to a discussion of an end-of-course assessment for the Teacher Cadet Program. We have begun discussions with the University of South Carolina Educational Policy Center to develop collaboratively with the Teacher Cadet teachers, students, college partners, and SCCTR staff a means of ensuring that the program maintains high standards no matter where it is taught. We will continue to explore this type of assessment and move in the direction of piloting something spring semester 2000.

For years, South Carolina has experienced a shortage of teachers in subject areas such as mathematics, science, special education and foreign language. In the past few years, these shortages have expanded to vocational areas such as industrial technology, home economics, business education and the arts. This summer, school district personnel administrators and principals have expressed frustration in trying to fill their needs in almost all subject areas, including elementary education.

The incentives to reduce class size in the elementary schools have nearly exhausted the supply of elementary education majors. Because of the competition to fill jobs, districts are experiencing greater turnover rates as teachers move from one school district to another or leave the profession altogether. Future discussions about reductions in class size should include discussions about the supply of teachers. For example, reducing the class size of kindergarten teachers from 30:1 to 15:1 would take more early childhood certified teachers than the state has produced in the last three years. Class size reductions should be phased in over a period of time and high standards of quality should be maintained.

The shortage of teachers is being experienced in many parts of the country. Requests for the Teacher Cadet and ProTeam Programs continue to increase each year. A booklet about the Teacher Cadet Program has been produced for Teacher Cadet teachers to use to recruit

new students, the SCCTR staff to recruit new sites, and for out-of-state schools/districts to use to get an overview of the program. The booklet features six former Teacher Cadets, with all but one now teaching in South Carolina.

In an effort to find additional ways to communicate with our network of teachers, future teachers, and college partners, the SCCTR revamped its web site to include more information and to make it more interactive. Almost everyday we find new uses for the site and we will continue to expand and revise it. The web site's theme is "Teach in South Carolina: Come Grow With Us." The URL for the web site is www.scctr.org.

As a follow-up to the publication of *Building a Solid Foundation: A Sourcebook for Teacher Induction*, the SCCTR provided two workshops for school district personnel on how to develop an induction program for first year teachers. The workshops featured Dr. Leslie Huling, a nationally renowned expert in mentoring and teacher induction. ETV assisted the SCCTR in videotaping a panel of first year teachers and a panel of mentor teachers for use by school districts. Induction programs are a required part of the ADEPT teacher evaluation process that is scheduled to be fully implemented in 1998-99.

The College HelpLine Program provides scholarship and financial aid information to students in the Teacher Cadet and ProTeam Programs and other interested individuals. The move to block scheduling in the high schools has made getting this information into the hands of the Cadets challenging, especially those who take the course second semester. The College HelpLine Program has been redesigned to provide the Teacher Cadet and ProTeam teachers a notebook with extensive information on college admission, scholarships, college life, etc. This information has also been put on the SCCTR web page.

Students in both the Teacher Cadet and ProTeam Programs received planning calendars with additional information about their respective course. The Teacher Cadet planner included College HelpLine information with URLs to specific sites for additional facts. The ProTeam planner emphasized study skills that were included in the *DreamQuest* curriculum. Activities on how to use the planners were worked into the curriculum.

The members of the South Carolina Teacher Forum, under the leadership of Christine Fisher, 1998 SC Teacher of the Year, spent this past year involved in learning to be leaders and providing input on education policies. Christine Fisher provided a "teacher voice" at State Board of Education and PASS Commission meetings. New local Teacher Forums continue to develop as more teachers get involved with the Teacher of the Year Program and in taking leadership roles in their respective schools and districts.

In December, the SCCTR vacated the Canterbury House, a facility loaned to Winthrop University by the Episcopal Diocese. Due to the generosity of the Episcopal Diocese, the Center for Teacher Recruitment was housed in the Canterbury House for 8 1/2 years rent-free. The Center now occupies a historic house that is leased from a local real estate company. It is located on Oakland Avenue, the main street running through the Winthrop campus. The move, while disruptive to the daily operations of the Center, provided a much needed opportunity to clean out and reorganize.

The upcoming year will bring new challenges and opportunities as we strive to find new and more effective ways to help school districts meet the challenge of finding teachers to fill their vacancies and interesting others in pursuing teaching as a career. With the shortage of teachers upon us and likely to grow even greater in the next five years, our work is cut out for us. Of our 14 member staff, seven of the employees will be new. There are five new Teachers in Residence, including the 1999 South Carolina Teacher of the Year, a Research Analyst, which is a new position, and an administrative assistant who is replacing Tammy Gillett who left in May.

Every year that I have the pleasure to serve this organization, it amazes me what a small staff of dedicated individuals can accomplish. We are extremely fortunate to have a Policy Board who is interested in our welfare as well as the work of the Center. We look forward to

working with the Education Oversight Committee as one of our oversight agencies now that all EIA Programs come under their purview. We also look forward to working with new personnel at the Commission on Higher Education who have been assigned to oversee our operations. Rest assured there is no rust or stagnant water at the SCCTR and our vigorous minds are ready to face the challenges yet to come. Thank you for your continued support.

Sincerely,

Janice H. Poda
SCCTR Director
August 1998

# Executive Summary

***Mission Statement:*** ***The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, the SCCTR will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in underserved geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.***

## Top 10 Accomplishments for 1997-98

1. Revised and updated the Teacher Cadet curriculum
2. Revised the SCCTR home page to make it more interactive and comprehensive
3. Produced a booklet about the Teacher Cadet Program to promote the Program and to provide information to interested persons
4. Provided two mentor/induction workshops for school districts and completed the filming for a first-year teacher induction video
5. Completed filming the footage for a new ProTeam video
6. Received an Eisenhower Professional Development Grant to implement the MAY (Math and Youth) Program
7. Developed and piloted an exchange program for Teacher Cadet teachers
8. Provided input on the Education Accountability Act through the South Carolina Teacher Forum
9. Reorganized the College HelpLine Program to make it more accessible to students
10. Successfully moved to a new location

## Accomplishments over the Years

- South Carolina has made significant headway in increasing the number of minority students going into education. The percentage of minority education graduates has increased from 9% in 1988-89 to 18% in 1996-97. Sixteen percent of all teachers who received initial certificates in 1997-98 were minority candidates.
- South Carolina is "growing its own" teachers. As recently as 1990, the state was issuing almost 50% of the initial teaching certificates to out-of-state applicants. In 1997-98, 30% of the initial certificates were issued to out-of-state applicants.
- The Teacher Cadet Program is helping South Carolina produce a highly qualified teacher workforce. The average SAT score of students participating in the Teacher Cadet Program in 1997-98 is 1061. Consistently, Cadets' SAT scores are approximately 100 points higher than the average SAT score in South Carolina and approximately 50 points higher than the national average.



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- The Teacher Cadet Program is helping South Carolina produce teachers in critical subject areas. Former Cadets indicated that the Teacher Cadet Program informed them about shortage teaching areas and almost 50% of the former Cadets who are now teachers are teaching a critical subject.
- The South Carolina Center for Teacher Recruitment is a national model and its programs have been adopted by schools, districts or state-wide in 17 states.

## Overview

The South Carolina Center for Teacher Recruitment, established by the Commission on Higher Education in December 1985, completed its twelfth year of operation. Created out of a concern for the condition of South Carolina's teacher supply pool and a need for a centralized teacher recruitment effort, the SCCTR has an operating budget of $1,065,408 for 1998-99– no increase from 1997-98.

The South Carolina Educator Recruitment Task Force, which oversees the Center's budget and operations, includes representatives from 27 colleges and universities, state education agencies, professional education associations, the General Assembly and private businesses and industry. By mutual agreement of the Task Force members and Winthrop University, the SCCTR is housed at Winthrop, which provides financial services and fiscal accountability for the Center. The Center's financial records are audited as part of Winthrop's annual audit, and all purchasing procedures are carried out in accordance with the South Carolina Procurement Code.

The SCCTR reports annually to the S.C. Commission on Higher Education, through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of the SCCTR and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's newly created Education Oversight Committee.

The SCCTR's primary target groups are middle and high school students, college students and adults. The Center for Teacher Recruitment is staffed by a director, an associate director, seven teachers in residence (including the S.C. Teacher of the Year) and four administrative assistants. A new position, research analyst, was filled in summer 1998. The SCCTR has developed into a national model for teacher recruitment. This model has been adopted by approximately one-fourth of all pre-collegiate teacher recruitment programs in the country. Summaries of the major programs of the Center are provided below.

## Minority Recruitment

Over the last decade, great strides have been made in recruiting minority teachers in South Carolina. The percentage of newly certified minority teachers has doubled (from 9% in 1988-89 to 18% in 1996-97). The state still faces the challenge of making up for the teachers of color who were lost or never recruited during the 1970s and 1980s. Another challenge is that the state is also retiring minority teachers or losing them to other professions faster than they can be replaced. The overall percentage of minority teachers in the South Carolina workforce is just over 16%.

Activities undertaken by the Center to increase the number of minorities entering teacher education include establishing minority enrollment that reflects the population of the school as a priority for Teacher Cadet sites; expanding the ProTeam Program; and supporting the College HelpLine Program. The SCCTR took steps in 1997-98 to enlist the support of African American ministers in spreading the word of the need for minority teachers. The SCCTR continues to work cooperatively with members of the Minority Teacher Recruitment Partnership.

## [illegible] Middle School Program

The ProTeam Program is a challenging course designed to interest middle school students in the education profession before they become "turned off" to the possibility of a career in teaching. Aimed at seventh and eighth graders in the top 40% of their class who receive recommendations from three teachers, students must exhibit the potential for successful completion of high school and college. Positive learning experiences, participating in teacher-like activities, and role models are essential to the program's success.

During the 1997-98 academic year, 43 middle/junior high schools in 24 school districts offered the ProTeam course to 790 students. Eighteen were semester programs; the remaining 25 offered a year-long course. Fifty-two percent were students of color; forty-two percent of the students were males.

By the end of the 1997-98 school year, over 7,000 middle school students have had their interest in the teaching profession piqued by this hands-on, self-exploration course. Overall, sixty-five percent of these students have been minority students. In 1997-98, eighty-three former ProTeam students participated in the Teacher Cadet Program (approximately four percent of the Teacher Cadet group). This is the fourth year that the SCCTR has been able to track former ProTeam students' participation in the Cadet Program.

## Crossroads Summer Institute

The Crossroads Summer Institute, a week-long summer institute for rising black male high school freshmen, was not held during the summer of 1998. Due to the lack of a budget increase and the need for a new Research Analyst position at the Center for Teacher Recruitment to keep track of teacher supply and demand issues, the summer institutes were discontinued. While a worthy activity, it has been difficult for the host institution to evaluate the impact the program has had and to track the students who participated with the funds available. Private funding will be sought for future years.

## Summer Teaching Careers Institute

An intensive, week-long program for rising high school seniors who have expressed an interest in teaching was not held in the summer of 1998. While a worthy activity, it has been difficult for the host institution to evaluate the impact the program has had and to track the students who participated with the funds available. Private funding will be sought for future years.

## Teacher Cadet Program

The Teacher Cadet Program (TCP) is an innovative teacher recruitment strategy designed to attract talented young people to the teaching profession through a challenging introduction to teaching taught as a high school course. The program seeks to provide high school students insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools. Piloted in four high schools in 1985-86, the Teacher Cadet Program has grown to include 148 high schools in 80 school districts serving 2,695 academically able high school juniors and seniors during 1997-98. To be eligible to participate in the Teacher Cadet Program, a student must have at least a 3.0 average in a college preparatory curriculum and be recommended by five teachers, along with meeting other criteria.

By the end of the 1997-98 school year, almost 21,000 academically talented high school students had completed this challenging introduction to teaching. Teacher Cadet Program participants consistently outscore their peers on the Scholastic Aptitude Test (SAT). The average SAT score of 1997-98 Teacher Cadet Program participants was 1061; the average SAT score of respondents citing a preference for teaching as a career was 993, a significant decrease over previous years.

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## [illegible]

The Center sponsors the only statewide education job placement service available in South Carolina. During fiscal year 1997-98, 1,056 teachers listed with the Job Bank. Another 5,970 additional teachers requested job listings without formally enrolling in the Job Bank. Seventy-eight of the 86 school districts and several special schools used the service to list openings or to obtain the names of available teachers. The Job Bank is the initial point of contact for many interested in teaching in South Carolina. This successful service has matched certified teachers with vacancies in hard to fill geographic and/or subject areas.

## [illegible] Recruitment

For the past ten years, the Center has co-sponsored the annual teacher recruitment job fair which had 421 teacher candidates registered in 1998 from 29 states and one foreign country. Fifty-nine South Carolina school districts participated in the 1998 EXPO. Approximately 13% of the teachers hired in South Carolina in 1997-98 came from out-of-state. This job fair helps expedite the recruitment of teachers and helps defray travel costs of districts going to out-of-state recruitment fairs.

## Teacher Forum

The SCCTR sponsors meetings and other activities designed to recognize and involve state and district "Teachers of the Year," to enhance the image of the teaching profession, to develop teacher leadership and to give teachers a voice in educational issues in an effort to retain the best and brightest teachers in the workforce. Teachers throughout the state are in leadership roles as a result of the Teacher Forum. In 1997-98, the Teacher Forum provided input on the Education Accountability Act and the licensure document *At the Crossroads*.

## Teacher in Residence Program

The SCCTR identifies outstanding teachers/professors through an application and interview process and provides them with a fellowship to work for the Center in its programs and to develop teacher leadership. During 1997-98, seven teachers in residence, including the South Carolina Teacher of the Year, served in this capacity. In addition to offering site support for the Teacher Cadet classes, college partnerships, ProTeam classes and local Teacher Forums, Teachers in Residence make presentations and serve as facilitators in numerous activities dealing with teacher recruitment and other professional issues.

Each Teacher in Residence is assigned a program or area in which he/she serves as the specialist. As a specialist, the Teachers in Residence provide leadership for curriculum revisions, conference planning, newsletter publication, communication, etc. The specialty areas require approximately 20 percent of their time while the remaining 80 percent of the time is spent supporting sites in their region of the state.

## Evaluation

An overall evaluation of the Center is conducted by an outside evaluator every three years. The most recent study was undertaken by Horizon Research during the spring of 1996 and completed in the fall of 1996. An annual program evaluation of the Teacher Cadet and ProTeam programs and former Teacher Cadets was conducted by Carolina Technotics consulting firm during 1997-98.

# Overview

*SCCTR's Mission Statement: The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, the SCCTR will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in underserved geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.*

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The SCCTR reports annually to the SC Commission on Higher Education, through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of the SCCTR and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's newly created Education Oversight Committee.

The SCCTR's primary target groups are middle and high school students, college students and adults. The Center for Teacher Recruitment is staffed by a director, an associate director, seven teachers in residence (including the SC Teacher of the Year) and four administrative assistants. The SCCTR has developed into a national model for teacher recruitment and has been adopted by approximately one-fourth of all teacher recruitment programs in the country.

## Impact

One measure of the supply of teacher candidates who have not previously taught in the state's public schools is the number of initial certificates issued annually. Between 1984 and 1990, the percentage of initial certificates issued to individuals from out-of-state ranged between 42 percent and 50 percent. In the last six years, South Carolina's institutions have provided a much higher percentage of the new supply of teachers. In 1997-98, only 30 percent of the certificates issued were to out-of-state applicants. These statistics support the fact that South Carolina is "growing its own" teachers.



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## [illegible]

The image of the teaching profession, the lack of opportunities for advancement without leaving the classroom and the relatively low salaries of teachers have resulted in a decrease in the overall qualifications of individuals choosing to pursue a teaching career and an increase in the number of "high achievers" leaving the profession. Despite a significant increase of 40 points in the average SAT score of entering teacher education majors in South Carolina, the average SAT score for education majors in 1997-98 was 12 points above the average for all South Carolina students who took the SAT.

Fortunately, the students attracted to the teaching profession through the Teacher Cadet Program have higher SAT scores than the average teacher education major. The 1997-98 group of Teacher Cadets had an average SAT score of 1061 while the average SAT score for those who indicated they planned to major in education was 993.

## [illegible]

The South Carolina Center for Teacher Recruitment recognizes the need to address underrepresented populations in the teaching workforce. The recruitment of people of color is a common thread that runs through all of the programs and services provided by the SCCTR. The 1997-98 legislative proviso continues to earmark $200,000 of the Center's budget for minority teacher recruitment. These funds are used primarily to operate the ProTeam and College HelpLine Programs. The Center also has a Teacher in Residence who specializes in minority teacher recruitment.

The legislative proviso maintains a partnership between the SCCTR, the Minority Access to Teacher Education Program at Benedict College and the South Carolina Program for the Recruitment and Retention of Minority Teachers at South Carolina State University. The SCCTR supports the programs and services of the partnership members without duplicating their efforts.

On a more positive note, the percentage of minorities who received initial certification (chart below provides information on degrees awarded) from the State Board of Education increased in 1997-98 to 16 percent from a low of nine percent in 1988-89. These figures represent 114 new black male teachers and 475 new black female teachers. A total of 785 males (20 percent) became certified in 1997-98. In 1997-98, 16.3 percent of all teachers in South Carolina were male.

**Number of African American Graduates from S.C. Colleges/Universities Receiving Bachelor's Degrees in Education**

| Year | Total | African American | Percent |
|---|---|---|---|
| 1996-97 | 2,032 | 362 | 18% |
| 1995-96 | 2,136 | 402 | 19% |
| 1994-95 | 2,202 | 308 | 14% |
| 1993-94 | 2,108 | 242 | 11% |
| 1992-93 | 2,004 | 257 | 13% |
| 1991-92 | 1,779 | 194 | 11% |
| 1990-91 | 1,596 | 157 | 10% |
| 1989-90 | 1,532 | 155 | 10% |
| 1988-89 | 1,433 | 132 | 9% |
| 1987-88 | 1,358 | 169 | 12% |
| 1986-87 | 1,424 | 187 | 13% |

## Critical Subject Fields

In the spring of 1998, a survey of former Teacher Cadets from the 1992-93 class was conducted, and fifty-five percent of those survey respondents who indicated they were teaching also indicated that they were teaching in a critical subject field as identified by the State Board of Education. Fifty-seven percent of the 1997-98 Teacher Cadets interested in secondary education and 17% interested in primary/elemenary education indicated an interest in teaching in a critical subject area.

To further interest Teacher Cadets to teach in critical subject areas, curriculum components have been developed in science, mathematics and foreign language. These components are included in the Teacher and Teaching Unit of *Experiencing Education* and students practice the skills they have learned during their field experience and through science and math fairs.

In the fall of 1997, a survey of all school district personnel contacts was conducted by the SCCTR. They were asked to list the critical subject areas for their school districts. The results were plotted on a map of South Carolina to determine if the shortages were geographical. The results of the survey and other data collected by the SCCTR were used to advise the State Board of Education on the subject areas where the state has critical needs.

An analysis of the survey results indicated that the subject area shortages are more likely to occur in areas where there is not a teacher preparation program offered. For example, the shortage of media specialists appears to be concentrated in the lower part of the state. Media specialist degree programs are only offered at Winthrop University and the University of South Carolina.

## Underserved

During 1997-98, 78 out of 86 school districts used the services of the Job Bank. Ironically, some of the districts with the greatest perceived needs are the ones that do not regularly take advantage of the free service the Job Bank provides. The Center's web site includes the URLs to the school districts' home page. In a number of cases, school districts have a page on their web site that lists vacancies. Personnel administrators have access to SCCTR via e-mail, fax, toll-free phone calls and the home page.

The State Board of Education determines the criteria used in designating rural schools where persons can teach and receive repayment credit for the Teachers Loan. These designated schools change slightly from year to year based on changes in their student population. The most crucial factors determined to affect a district's ability to recruit and retain teachers are: 1) degree of wealth; 2) distance from shopping and entertainment centers; 3) turnover rate of faculty.

## Collaboration

During 1997-98, the Center staff provided services to schools, school districts, colleges and statewide collaboratives in California, Louisiana, Maryland, Massachusetts, Nevada, North Carolina and Oklahoma.

The Center has a large collaborative program between higher education and K-12 with 22 (76 percent) Schools/Colleges of Education partnered with 141 Teacher Cadet sites. Seventy-five percent of the high schools in the state are now offering the Teacher Cadet Program. In addition, linkages between Teacher Cadet and ProTeam sites have been established with some success.

The SCCTR has been working collaboratively with the SCEA since spring 1996 to develop and strengthen FTA/SAE clubs in South Carolina. This collaboration will help the SCCTR bridge the gap between the ProTeam and Teacher Cadet Programs that currently exists.



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Additional partnerships and collaborations will be pursued during the 1998-99 school year through the efforts of the Recruitment Partnerships Specialist at the SCCTR.

# 1998-99 Goals

1. To provide leadership in the field of teacher recruitment and retention for South Carolina, and, when appropriate, the nation.

2. To enhance the quality of the teaching workforce.

3. To address the need for teachers in underrepresented populations, in critical subject areas and in underserved geographical areas.

4. To continue the marketing campaign that focuses on improving the image of teaching in South Carolina.

5. To enhance communication and networking among SCCTR staff, college partners, Teacher Cadet teachers and students, ProTeam teachers and students, Teacher Forum members, oversight agencies, other teacher recruitment efforts and the public at large.

# Plans for 1998-99 Evaluation

## Longitudinal Data Collection

Programmatic evaluations for 1998-99 will be limited to continuation of the collection of longitudinal data through pre- and post-surveys of Teacher Cadet and ProTeam participants. The Teacher Cadet pre-survey will collect name, school, social security number, gender, date of birth, ethnic origin and career choice. The post-survey will collect career choice, class rank, subject/grade level - if planning to teach, SAT scores, college choice (using college codes), involvement in the SAY and MAY programs, interest in teaching critical subject areas and in rural areas, and whether the Cadet has been in the ProTeam Program. The ProTeam pre-survey will collect the same demographic data as the Teacher Cadet pre-survey but will also include a self-esteem survey. The ProTeam post-survey will collect information on career choices and self-esteem. The data collected will be compiled and analyzed by the Research Analyst hired by the SCCTR as a full time staff member in the summer of 1998.

## End-of-Course Assessment for the Teacher Cadet Program

With the approval of the SCCTR Policy Board and in response to the assessment mandates created by the Accountability Act of 1998, the SCCTR will use monies previously spent on the programmatic evaluations to develop an end-of-course assessment for the Teacher Cadet Program. The SCCTR will work with the University of SC Educational Policy Center and



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Center for Excellence in Assessment of Student Learning (CEASL) in developing the assessment. A collaborative committee representing all major stakeholders in the Teacher Cadet Program (students, teachers, parents, college partners, etc.) will work together to develop a list of core understandings and an appropriate assessment that will be piloted in the spring of 2000. An end-of-course assessment will help assure continuity and quality in the Teacher Cadet Programs throughout the state and might possibly provide a means by which colleges can resolve college credit issues.

# Supply and Demand

South Carolina is fortunate to have a teacher workforce composed primarily of teachers with the skills and dedication necessary to produce high achieving students. In the next eight to ten years, America will need to hire two million new teachers to meet increased student enrollment and replace an aging teaching force. Half of our nation's teachers will retire during this time period. South Carolina will experience these shortages earlier because we are growing more rapidly than some parts of the country. Between 1970 and 1995, student enrollment declined in the Northeast and Midwest and increased in the South and West.

During the 1997-98 school year, there were 41,629 classroom teachers in South Carolina. For years, South Carolina has experienced a shortage of teachers in subject areas such as mathematics, science, special education, and foreign language. In the past few years, these shortages have expanded to vocational areas such as industrial technology, home economics, business education and the arts. This summer, school district personnel administrators and principals have expressed frustration in trying to fill almost all of their needs, including elementary education. According to the 1997 American Association for Employment in Education *Teacher Supply and Demand in the United States* report, no education field is determined to have a considerable surplus of educators.

The incentives created by the General Assembly to reduce class size in the elementary schools have almost exhausted the supply of elementary education majors. Because of the competition to fill jobs, districts are experiencing greater turnover rates as teachers move from one school district to another or leave the profession altogether. A 1997 study conducted by Boe, Bobbitt, and Cook found that only one-third of those who left teaching reported that they never intended to return. Attrition rates appear higher, but in fact the teachers are still employed as teachers. Future discussions about reductions in class size should include discussions about the supply of teachers. For example, reducing the class size of kindergarten from 30:1 to 15:1 would take more early childhood certified teachers than the state has produced in the last three years. Class size reductions should be phased in over a period of time and high standards of quality should be maintained. Otherwise, vacancies will likely be filled by persons coming out of the reserve pool (those who've temporarily left the teaching profession), from alternative certification programs, or those who likely will be teaching out of field.

In 1996, the Southeastern Association for School, College and University Staff (SEASCUS) surveyed school employers in 11 Southeastern states to determine which teaching fields were experiencing surpluses of candidates and which fields were experiencing shortages of candidates. Little change in the fields experiencing surpluses and shortages in teacher candidates was found. The authors of the study concluded, "the continuing mismatch between the teacher candidates prepared by higher education and the needs of school districts was a calamity hurting American education."

Using survey results from the school districts, the SCCTR prepares recommendations annually for the State Board of Education to consider when determining the critical subject areas. The following subject areas were placed on the critical shortage list for the 1998-99 school year by the State Board of Education:

- All special education areas
- Media Specialist
- Business Education
- Mathematics
- Home Economics
- Art
- Speech Clinician
- Science
- Industrial Technology
- Choral Music
- Foreign Language (Spanish, French, Latin, German)

For the first time, at least in the last eight years, the State Board of Education removed one subject area from the surplus list. Physical education is no longer considered a surplus area in South Carolina. However, there is also a growing need for teachers who are willing to coach as more students become involved in athletics.

Annually, the SCCTR surveys the school districts to collect supply and demand data. In 1997, seventy-nine of the eighty-six school districts in South Carolina returned surveys. They provided the following information:

| # Teachers Hired in 97/98 | # Out-of-state Teachers Hired in 97/98 | # Minority Teachers Hired in 97/98 | # Teachers Hired from EXPO | # Minority Teachers Hired from EXPO |
|---|---|---|---|---|
| 4,184 | 618 | 725 | 129 | 44 |

| Number of Teachers Initially Certified in South Carolina during 1997-98 from out-of-state: | | | |
|---|---|---|---|
| North Carolina | 153 | Connecticut | 11 |
| Georgia | 134 | Iowa | 10 |
| New York | 110 | Maryland | 10 |
| Pennsylvania | 101 | Missouri | 10 |
| Ohio | 70 | Vermont | 9 |
| Virginia | 65 | Arkansas | 8 |
| Florida | 57 | Rhode Island | 7 |
| Tennessee | 46 | Colorado | 6 |
| West Virginia | 41 | Maine | 5 |
| Alabama | 39 | Kansas | 4 |
| Illinois | 38 | Washington, DC | 4 |
| Texas | 30 | Washington | 4 |
| Michigan | 29 | Nebraska | 3 |
| Indiana | 23 | New Hampshire | 3 |
| Kentucky | 21 | Alaska | 2 |
| California | 20 | Delaware | 2 |
| Wisconsin | 20 | Montana | 2 |
| New Jersey | 19 | New Mexico | 2 |
| Louisiana | 17 | North Dakota | 2 |
| Massachusetts | 16 | Oregon | 2 |
| Mississippi | 13 | Utah | 2 |
| Oklahoma | 12 | Idaho | 1 |
| Arizona | 11 | Nevada | 1 |

| Teachers Initially Certified in South Carolina during 1997-98 from in-state colleges: | | | |
|---|---|---|---|
| USC-Columbia | 439 | Presbyterian College | 38 |
| Clemson University | 300 | Erskine College | 31 |
| College of Charleston | 248 | Columbia International University | 29 |
| Winthrop University | 193 | Limestone College | 29 |
| SC State University | 176 | Anderson College | 28 |
| Coastal Carolina University | 124 | Benedict College | 28 |
| Bob Jones University | 117 | Newberry College | 27 |
| Francis Marion University | 113 | North Greenville College | 21 |
| Converse College | 108 | Coker College | 19 |
| Lander University | 82 | Southern Wesleyan Univ. | 18 |
| Columbia College | 79 | Claflin College | 16 |
| The Citadel | 77 | Morris College | 10 |
| USC-Aiken | 68 | Wofford College | 10 |
| Furman University | 65 | Allen University | 1 |
| USC-Spartanburg | 58 | MUSC | 1 |
| Charleston Southern University | 46 | Voorhees College | 1 |

| Profile of South Carolina Teachers | | |
|---|---|---|
| Item | SC | US |
| Total Classroom Teachers | 41,629 | 2,665,944 |
| Percent of Male Teachers | 16.3 | 26.5 |
| Percent of Minority Teachers | 16.2 | 13.5 |
| Percent of Masters or Higher Degree | 50.3 | 47.3 |
| Average Pupil Teacher Ratio | 16.2 | 17.0 |
| Average SAT Composite Score of College-Bound Students by Intended College Major in Education | 920 | 965 |

# State-by-State Report Card

*Indicators of Attention to Teaching Quality, October 1997*

**Total Quality Indicators for South Carolina (out of 12): 2**

**Investment In Teacher Quality:**

| Indicators | SC | US |
|---|---|---|
| **Unqualified New Hires**[1]<br>• All new hires<br>• New entrants only<br>(% of new hires who are unlicensed in their main field)<br>(standard is at 2% or less in either category) | <br><br>13%<br>11% | <br><br>8%<br>11% |
| **Well-Qualified Teachers**[2]<br>(Average % of teachers in core academic fields with full certification and a major in their field)<br>(standard is at 80% or higher) | 73% | 72% |
| **Out-of-Field Teaching**[3]<br>(% of math teachers without at least a minor in math)<br>(standard is at 20% or less) | 19%* | 28% |
| **Teachers as a % of Total Staff**[4]<br>(-/+ % from previous year)<br>(standard is at 60% or higher) | 53.3%+ | 52%- |

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## Attention to Teacher Education and Development

| Indicators | SC | US |
|---|---|---|
| **Professional Accreditation**[5]<br>(% of teacher education programs in NCATE system)<br>(standard is at 80% or above) | 43% | 40% |
| **Student Teaching**<br># of required weeks[6] (standard is at >/= 12 weeks)<br>Experience with diverse learners[7] (standard is yes) | 12*<br>no | 19 |
| **New Teacher Induction**[8]<br>State-required and funded, with mentor training | Pending | 9 |
| **Professional Development**[9]<br>(% of teachers who received > 8 hours of professional development)<br>(standard is with 60% or more) | 38% | 46% |

## Attention to Teaching Standards

| Indicators | SC | US |
|---|---|---|
| **Professional Standards Board**[10]<br>(standard is yes) | No | 14 |
| **Nationally Certified Teachers**[11]<br>(standard is with 20 or more) | 8 | 912 |
| **Incentives for National Board Certification**<br>1. Link to Licensing<br>2. Support for Professional Development<br>3. Financial Rewards<br>(standard is with at least two types of incentives) | <br>No<br>No<br>Yes | <br>17<br>15<br>8 |

Source: National Council on Teaching and America's Future, October 1997

- **Unqualified Hires**
  Percentage of newly hired teachers not licensed in their main assignment field. "All new hires" includes teachers who changed jobs (movers and transfers). "New entrants" are new hires who did not teach during the previous year and are usually newly licensed. (Source: U.S. Department of Education, National Center for Education Statistics, 1993-94 Schools and Staffing Surveys. Tabulations conducted by the National Commission on Teaching & America's Future.)

- **Well-Qualified Teachers**
  The average percentage of public high school teachers (grades 9-12) teaching English, mathematics, science, and social studies who hold full state certification and a college major in the field they teach. (Source: U.S. Department of Education, National Center for Education Statistics, 1993-94 Schools and Staffing Surveys. Tabulations conducted by the National Commission on Teaching & America's Future.)

- **Out-of-Field Teaching - % of Math Teachers Without At Least a Minor**
  The percentage of public high school teachers (grades 9-12) who taught one or more classes in mathematics without at least a minor in the field. (Source: U.S. Department of Education, National Center for Education Statistics, 1993-94 Schools and Staffing Survey. Tabulations conducted by the National Commission on Teaching & America's Future.)

- **Teachers as a Percent of Total Staff**
  Percentage of all school staff who are teachers, Fall 1995. (Source: U.S. Department of Education, National Center for Education Statistics, Statistics in Brief-Public School Student, Staff, and Graduate Counts by State, School Year Fall 1995, May 1997.)

- **Professional Accreditation**
  The percentage of state teacher education institutions that are in the National Council for the Accreditation of Teacher Education (NCATE) system of professional accreditation. Data derived from the National Association of State Directors of Teacher Education and Certification: Manual on Certification and Preparation of Educational Personnel in the United States and Canada, 1997-98 and state education department officials. (Source: National Council for the Accreditation of Teacher Education, September 1997.)

- **Number of Required Weeks of Student Teaching**
  Number of weeks of full-time student teaching required by the state. An (e) indicates an estimate based on required clock or college credit hours. May vary by grade level. (Source: National Association of State Directors of Teacher Education and Certification: Manual on Certification and Preparation of Educational Personnel in the United States and Canada, 1997-98 and state education department officials.)

- **Student Teaching Experience Includes Teaching Special Needs Students In Diverse Settings**
  Whether or not a state requires that the student teaching experience includes work with diverse learners who are either special/exceptional students or in a multicultural setting. (Source: National Association of State Directors of Teacher Education and Certification, Manual on Certification and Preparation of Educational Personnel in the United States and Canada, 1997-98).

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- **New Teacher Induction**
  Indicates whether or not a state requires that all new teachers participate in a formal induction or mentoring program that is state-funded and provides state or district training for mentors. States that provide or require such services only for some beginning teachers or that do not fund and train mentors are listed as having "partial" programs. (Developed from state-by-state survey of new teacher policies and practices conducted by Education Week and the National Commission for Teaching & America's Future, September 1997.)

- **Professional Development**
  The percentage of public school teachers who received at least 9 hours of professional development in any of the following areas in 1993-94: subject matter, teaching methods, student assessment, cooperative learning, or use of technology. (Source: U.S. Department of Education, National Center for Education Statistics, 1993-94 Schools and Staffing Surveys, Tabulations conducted by the National Commission on Teaching & America's Future.)

- **Professional Standards Boards**
  Whether or not a state has established an independent professional teacher standards board to set standards for teacher education and licensing. An independent standards board has the authority to manage its own budget, set and enforce standards, and hire and directs its own staff. (1) A board that sets standards, has its own staff, but does not have complete management or enforcement authority is semi-autonomous; (2) enacted but not implemented. (Source: National Education Association, Teacher Licensure: Characteristics of Independent State Teacher Professional Standards Boards, 1997.)

- **Nationally Certified Teachers**
  Number of teachers certified by the National Board for Professional Teaching Standards. (Source: National Board for Professional Teaching Standards, October 1997.)

- **Incentives for NBPTS Certification**
  Whether or not state policy has been established to: (1) link National Board Certification to licensing (e.g., portability, license renewal, or certification status); (2) support participation in National Board assessments as a form of professional development; and (3) financially reward National Board-Certified teachers with increased compensation. (Source: National Board for Professional Teaching Standards, October 1997.)

# Minority Recruitment

*Mission: The purpose of the minority recruitment efforts the South Carolina Center for Teacher Recruitment is to increase the number of minority students entering college and choosing teaching as a career.*

The increase in the number of new minority graduates who are earning degrees in education has been encouraging. Since 1988-89, the number of minority graduates receiving bachelor's degrees in education has doubled (9% to 18%). However, the overall percentage of minority teachers in South Carolina has continued to decline steadily and reached an all time low of 16.2% in 1996-97. The average percentage of minority teachers nationally is 13.5%. Minority students who are successful in college continue to have numerous career options available to them. The competition for minority teaching candidates among school districts as well as from other professions is stiff.

Minority Recruitment continues to be emphasized in all of the Center's programs. In 1997-98, the SCCTR set high minority enrollment as a priority for all Teacher Cadet sites. A major effort to implement more Teacher Cadet Programs in schools with predominately African American student populations has been underway this year. The percentage of minority students in the Teacher Cadet Program was approximately 35 percent of the students participating in the 1997-98 Program. Twenty-seven percent of those students who indicated an interest in pursuing teaching as a career were minority students.

## ProTeam Program

The ProTeam curriculum was revised during the summer of 1997. A concerted effort was made to ensure that the curriculum materials were attractive to minority students. Eighty-four former ProTeam students participated in the 1997-98 Teacher Cadet Program.

## College HelpLine

In 1997-98, over 500 students were provided follow-up services from the College HelpLine Specialist. All Teacher Cadets as well as a number of other potential teachers received information through the College HelpLine Program. Thirty five percent of these students were minority and first generation students.

## Minority Recruitment Partnership

The Center continued its partnership with The South Carolina Education Association in their minority recruitment efforts, specifically the development of SAE/FTA clubs. The Center will continue to work cooperatively with the minority recruitment programs at South Carolina State University and Benedict College as well create new partnerships.



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## Other Accomplishments

- Addressed 400 ministers at the E and M Baptist Convention about the growing need for African-American male teachers and the South Carolina Teachers Loan.
- Made presentations to several minority youth groups from churches, clubs and organizations focused on interesting minority students in attending college and considering the teaching profession. The benefits of teaching and the minority teacher shortage, especially for males, were stressed.
- The SCCTR/SCEA partnership implemented a number of projects such as:
  - Sessions presented at The SCEA Conference titled "Who's Replacing Whom?" And "Locating What You Need."
  - Workshops titled "Who's Replacing Whom?," "Communication," and "Study Habits and Responsibilities" presented at the FTA/SAE Conference.
  - Letters sent to guidance counselors and career fair organizers in South Carolina schools to offer services and materials for presenting education as a viable career option to the students they serve.
  - The development of new FTA/SAE clubs in schools in South Carolina with funding from The SCEA.
  - Grant monies for existing FTA/SAE sites.

Other activities included the following:

1. S.C. colleges and universities' student advisors were asked to sponsor an EduFest Day on their campus. EduFest is designed to target freshmen males and/or other students who have not declared a major in an effort to get them to consider education as a viable career option.
2. Networked with legislators through the National Black Caucus of State Legislators to educate them on the need for legislation to address the issue of minority and male teacher shortages. A plea was made to the caucus to place this issue on their national agenda and explore and develop programs to address this shortage.
3. Developed strategies for effective minority recruitment.
4. Angela Brown, the Center's Minority Recruitment Specialist, attended the National Alliance of Black School Educators' Conference n November 1997.

The Center staff will continue to network with other minority organizations in an effort to get our message to young people of color that there is a great need for minority teachers.

# Recruitment Partnerships

***Mission:** The purpose of the partnership is to promote and enhance the education profession by providing a bridge between the ProTeam Program and the Teaching Assistant Program and the Teacher Cadet Program and encouraging a collaboration between the SCCTR and community organizations and clubs (e.g., FTA/SAE, FEA).*

The position of Recruitment Partnerships Specialist was created in 1997-98 to cultivate a greater connection and continuity between the ProTeam, Teaching Assistant and Teacher Cadet Programs and education clubs. Activities to strengthen this connection have recently been written into the revised Teacher Cadet curriculum. A collaborative initiative between the South Carolina Center for Teacher Recruitment (SCCTR) and The South Carolina Education Association (SCEA) continues to foster a connection between the SCCTR's programs and the FTA/SAE sponsored by The SCEA. A concerted effort has also been made to encourage and support teaching as a career through career fairs. A partnership brochure was developed to promote and enhance the education profession by encouraging the implementation of an education club, ProTeam, Teacher Cadet or the Teaching Assistant Program in schools throughout South Carolina.

A joint letter from the SCCTR and The SCEA was mailed to all K-12 schools in South Carolina encouraging them to highlight teaching as a career and offering materials and speakers for their career fairs. As a result, requests were made to SCCTR and The SCEA to provide materials and human resources to colleges and high, middle and elementary schools for career fairs. Participating in career fairs on all academic levels exposed a greater number of students to the teaching profession. The following chart is an overview of services for career fairs provided during the 1997-98 school year.

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| | Presentations | | Exhibits | |
|---|---|---|---|---|
| | Students Served | Schools Served | Students Served | Schools Served |
| ***Professional*** | | | | |
| **SCCTR** | 616 | 5 | 700 | 3 |
| **SCEA** | N/A | N/A | N/A | N/A |
| ***College/University*** | | | | |
| **SCCTR** | 624 | 4 | 405 | 8 |
| **SCEA** | 220 | N/A | 1300 | N/A |
| ***High School*** | | | | |
| **SCCTR** | 250 | 3 | 1835 | 8 |
| **SCEA** | 180 | N/A | 1500 | N/A |
| ***Middle School*** | | | | |
| **SCCTR** | 240 | 3 | 50 | 5 |
| **SCEA** | 180 | N/A | 1500 | N/A |
| ***Elementary School*** | | | | |
| **SCCTR** | 240 | 3 | 0 | 0 |
| **SCEA** | 255 | N/A | 0 | N/A |

## EduFest

EduFest grew out of joint discussions with The SCEA about the need for more opportunities to expose African American males to teaching as a viable profession. As a result, EduFest was developed as a college/university program designed to increase interest by emphasizing the needs, requirements and benefits of a career in education. Several African American fraternities were encouraged to sponsor an EduFest. EduFest has been designed as a one-day collaborative venture among fraternities to present education as a viable career option for males. Three colleges/universities have agreed to sponsor an EduFest in fall 1998 — Claflin College, South Carolina State University, USC-Aiken.

## Recruitment for New Teacher Cadet and ProTeam Sites

Middle schools and high schools that did not have a Teacher Cadet or ProTeam Program were actively recruited during the 1997-98 school year. These schools were mailed recruitment information and contacted personally by members of the SCCTR staff. There were thirty-nine high schools that did not offer the Teacher Cadet Program. By August 1998, twelve of the thirty-nine schools sent a teacher to training with the intent of implementing the Program in 1998-99. Seven new ProTeam teachers were trained during the same period.

## Teaching Assistant Program

Participating in the Teaching Assistant Program exposes students to a variety of educational experiences. The curriculum for the Teaching Assistant Program allows students to work with a supervising teacher assisting him/her in the classroom in a selected subject area. High school credit can be awarded for the course. Twelve percent of all Teacher Cadet teachers that returned the end-of-the-year survey indicated their school had a Teaching Assistant Program.

## Clubs

Students are prepared for the future by joining the FTA/SAE (Future Teachers of America/Student Action for Education) Club. Through the collaborative efforts of SCCTR and The SCEA, information was distributed to Teacher Cadet teachers to encourage teachers to establish an FTA/SAE club on their campus. Seneca High School chartered a club and several other schools requested start-up information. The SCEA provides mini grants to schools to start an FTA/SAE club after an advisor has been secured, officers elected, a constitution is adopted, and an application outlining proposed chapter activities is successfully completed. Existing chapters may receive a site grant of $50.00-$100.00 based on membership.

The Choices Club, developed by the SCCTR several years ago, is being revised to meet the needs of students in schools where no FTA/SAE or FEA club exists. Students will have the chance to be involved in activities that will allow them to remain focused in high school and to prepare for college and a possible career in teaching. The Future Educators of America Club (FEA), sponsored by Phi Delta Kappa, is another catalyst for students to explore teaching as a viable career option. Thirteen percent of all the Teacher Cadet teachers who returned the end-of-year survey indicated their school had an FTA or FEA. These clubs are designed to recruit, reinforce and retain middle and high school students into the teaching profession.

Membership in these clubs is not limited to students who are enrolled in or have taken ProTeam or Teacher Cadet.

## Summer Institutes

Plans are underway to redesign the Summer Teaching Careers Institute and the Crossroads Summer Institutes in order to foster greater collaboration and continuity between ProTeam and Teacher Cadet and to attract more males into the education profession.

The redesigned summer institute is being developed to captivate and inspire rising tenth grade males to consider education as a profession. Through their involvement in the summer institute these males will:

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- develop leadership skills and positive self-esteem
- explore ways to deal with conflict
- acquire appropriate etiquette skills
- research the benefits of a career in education

Plans are underway to acquire an endorsee to sponsor the summer education institute. The SCCTR will write the curriculum, plan the institute, organize the advisory board, recruit faculty and implement marketing strategies.

# ProTeam Program

*Mission: The mission of ProTeam, a middle level recruitment program, is 1) to encourage exemplary students to attend college and consider education as a viable career option; and 2) to expand the pool of minority and male teachers available to the public schools of South Carolina.*

The ProTeam Program includes a challenging course designed to interest middle school students in the education profession before they become turned off to the possibility of a career in teaching. Aimed at seventh and eighth graders in the top 40 percent of their class who receive recommendations from three teachers, students must exhibit the potential for successful completion of high school and college. Positive learning experiences and role models are essential to the Program's success.

## Enrollment

During the 1997-98 academic year, 43 middle/junior high schools in 24 school districts offered the ProTeam course to 790 students. Eighteen were semester programs; the remaining 25 offered a year-long course. In the 1997-98 school year the enrollment in the 43 sites was as follows:

**1997-1998 ProTeam Student Population**

| | Male | Female |
|---|---|---|
| **White** | 107 | 167 |
| **Black** | 196 | 302 |
| **Other** | 12 | 6 |
| **TOTAL** | **315** | **475** |

Sixty-five percent were students of color, with African American females representing the largest group (38%). The majority of the participants were eighth graders (64%).

By the end of the 1997-98 school year, over 7,000 middle school students have had their interest in the teaching profession piqued by this hands-on, self-exploration course. Overall, approximately 65 percent of these students have been minority students. In 1997-98, 83 former ProTeam students participated in the Teacher Cadet Program. This is the fourth year that SCCTR tracked former ProTeam students' participation in the Cadet Program.

The 18-week (semester) or year-long implementation models followed by an optional club were the only sanctioned models for the 1997-98 school year. Forty percent of the ProTeam sites responding to the end of the year survey have optional ProTeam clubs.

## Funding

The Center for Teacher Recruitment provides each semester-long class a $125 grant to purchase supplies, curriculum materials, provide additional activities, etc. Year-long classes



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receive $250. Additional funding is set aside for each site to cover training and materials costs incurred by the SCCTR.

## [redacted]

Research conducted by the SCCTR staff indicates that parents and other family members have the greatest influence on the career interests of middle school students. In the last few decades, parents, especially minority parents, have been reluctant to encourage their children to pursue teaching as a career. With this in mind, the Center included parents as part of the professional team from the onset of the ProTeam Program. The following activities have been designed to involve parents and other family members in the ProTeam Program.

In the fall of 1996, the *Ready, Set, Go ProTeam Parent Workshop Kit* became incorporated into the *DreamQuest* curriculum. A session was held during the ProTeam Professional Development Conference where all teachers gave input regarding the kit. Family workshops were held around the state in approximately half of the ProTeam sites.

During the spring of 1998, the Parent Workshop was officially changed to *The ProTeam Family Connection* to further the idea of family involvement. The TIRs distributed sample ProTeam Family Connection agendas to ProTeam teachers. The SCCTR also provided incentives to those sites that achieved 75% participation at their Family Connection programs.

Family involvement activities are included in the *DreamQuest* curriculum and accompany the lessons in the curriculum. In this way, family members can also be involved as members of the ProTeam student's educational support team. These activities are also useful because they give families the opportunity to become a part of and be aware of the skills being taught in ProTeam.

## 1997-98 Developments

### Curriculum Revisions

During the 1997-98 school year, the ProTeam *DreamQuest* curriculum revisions were completed. The entire curriculum was reorganized and major sections were added. Using the expertise of ProTeam teachers and that of the SCCTR staff, revisions were made to the curriculum that was organized into eight modules. The curriculum offers more teacher-like activities and includes study skills, communication skills, and research in addition to all of the former components found in *DreamQuest*. The curriculum now includes required and optional activities. Eighteen-week programs are required to complete the first four modules; year-long programs are required to complete all eight modules. The ProTeam Club curriculum was eliminated as a separate part of the curriculum and infused throughout the revised curriculum. Teachers are encouraged to use curriculum activities not used for the course for club meetings. *The ProTeam Family Connection* became a required piece of the curriculum.

The new *DreamQuest* curriculum is reflected as follows:

| | |
|---|---|
| Module 1 | I Can Self Reflect |
| Module 2 | I Can Study |
| Module 3 | I Can Communicate |
| The ProTeam Family Connection | |
| Module 4 | I Can Teach Others |
| Module 5 | I Can Be Different |
| Module 6 | I Can Set Goals |
| Module 7 | I Can Make Decisions |
| Module 8 | I Can Think Positively |

### New Teacher Training

The SCCTR staff conducted a two-day training for new ProTeam teachers in May 1998. Make-up training was also held in July 1998 in Columbia.

### Out-of-State Training

ProTeam curriculum training was conducted in Baltimore, MD; Boston, MA; Las Vegas, NV; Louisiana, Oklahoma and North Carolina during the 1997-98 school year.

### Fall ProTeam Professional Development Conference

Teachers from the ProTeam sites gathered at Springmaid Conference Center in Myrtle Beach, South Carolina for a two and one-half day professional development conference. The theme of the conference was *On the Road with ProTeam.* The conference included concurrent sessions, networking, new curriculum ideas and dynamic guest speakers. This ProTeam Program conference provided teachers the opportunity to collaborate with one another and share ideas from their programs. The conference was held early in the fall and provided an opportunity for newly trained teachers to get helpful hints before they were too far into the school year. All teachers were able to gain insights into new teaching ideas and had opportunities to implement them in the current school year. All teachers received up-to-date training in the new ProTeam curriculum.

### Regional College Days

In the spring, six regional college days were held across the state for all ProTeam students. Approximately 790 students participated on the campuses of Claflin College, College of Charleston, Francis Marion University, Lander University, University of South Carolina-Columbia and University of South Carolina-Sumter. Students had the opportunity to tour the college campuses, participate in concurrent sessions, and meet college education majors and former and current Teacher Cadets.

## PT Program Evaluation

Carolina Technotics completed the ninth annual program evaluation of the ProTeam Program. The data collection method for this study consisted of teacher focus groups and questionnaires, site visits, and pre- and post-surveys which included a self-esteem instrument. Questions regarding students' future plans, including post-high school and career plans, and 30 items related to student self-esteem were asked. Four designated middle schools participated in teacher interviews and student focus groups.

### Findings

- Interviews with teachers indicated that virtually all of the ProTeam teachers agree that the ProTeam Program increases students' awareness of what steps they must take to successfully complete high school and college. Teachers also felt students' study skills and overall behavior improved as a result of ProTeam.
- The consensus of the ProTeam teachers was that the Program is being implemented according to the guidelines established by the SCCTR in terms of teacher and student selection, the curriculum and time allotted for the class. Some uncertainty about how teachers are selected to teach ProTeam was expressed as well as the desire for more guidance with regard to accepting marginal students into the Program.
- Overwhelmingly, ProTeam teachers expressed the view that the newly revised curriculum was the best thing that could have been done for the Program in that it works well with all of the various schedules. Regional college days were cited as a strength of the program.

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- One hundred percent (100%) of the teachers stated that teaching the ProTeam class was a positive step in their teaching careers.
- Parental involvement is viewed as being important by teachers but difficult to achieve due to time constraints and work schedules.
- Almost a third of the students who participated in the 1997-98 ProTeam Program indicated an interest in a career in education. Although the number of students indicating they are considering teaching increased over the course of the ProTeam Program, education ranked fifth behind business, medical careers, computer related professions, leisure and entertainment, and athletics.
- The racial and gender composition of the ProTeam Program indicate it is being successful in recruiting males and minorities. Fifty-two percent of the ProTeam students were minority students; 42% were males.
- Many of the ProTeam students were not aware of the Teacher Cadet Program.

## Recommendations

1. The parent involvement aspect of the Program should be restructured to accommodate the needs of parents with restrictions on their time. Weekend activities, use of the Internet, home visits and other creative activities are suggested.

2. Selection criteria needs to be better explained and should include an expanded description of program admittance for students who do not meet the basic requirements. A suggestion is to explore the possibility of requiring potential ProTeam students to write an essay on their interest in taking the course as part of the ProTeam selection process.

3. In order to encourage further education about the ProTeam Program among Teacher Cadets and the community, consider the following:
   - A bridge between ProTeam and Teacher Cadet possibly using Teacher Cadets as mentors to ProTeam students as they enter high school.
   - Strengthen the ProTeam Club with more structure and funding.
   - Develop a series of workshops on such topics as conflict resolution, communications and other essential human relations areas to be presented between ProTeam and Teacher Cadet.
   - Provide an orientation concerning Teacher Cadet for ProTeam students.
   - Have Teacher Cadets work with a ProTeam class during field experience.
   - Develop a relationship with community colleges to allow additional exposure of ProTeam students to educational opportunities and early childhood development programs offered there.
4. Review the performance of the new curriculum during the 1998-99 evaluation.

**Number of minorities and males participating in ProTeam by year:**

| Year | Minorities | Males |
|---|---|---|
| 1997-98 | 498 | 309 |
| 1996-97 | 516 | 309 |
| 1995-96 | 603 | 349 |
| 1994-95 | 527 | 268 |
| 1993-94 | 639 | 320 |
| 1992-93 | 826 | 405 |
| 1991-92 | 831 | 406 |
| 1990-91 | 726 | 350 |

**Number of ProTeamers becoming Teacher Cadets over a four-year period:**

1997-98: 83
1996-97: 106
1995-96: 80
1994-95: 47

## 1997-1998 Program Sites

Alcorn Middle School**
Alice Drive Middle School*
Andrew Jackson Middle School
Barr Street Middle School*
Bates Middle School
Battery Park Elementary School*
Beck (J.B.) Middle School
Bishopville Jr. High School
Carver-Edisto Middle School
Chavis Middle School
Choppee Middle School
Clark (W.J.) Middle School
Cooper (D.P.) Elementary/Middle School
Corbett (A.L.) Middle School
Denmark-Olar Middle School*
Dent Middle School**
Dubose Middle School**
Estill Middle School
Gibbes Middle School
Gilbert Middle School*
Gregg Middle School*
Howard (Robert E.) Middle School
James Island Middle School
Kingstree Jr. High School
Lakeside Middle
Latta Middle School
Long Jr. High School
Manning Middle School*
Martin (J.V.) Jr. High School
McNair Jr. (Ron E.) High School
Murray (C.E.) High School
North District Middle School
North Myrtle Beach Middle School
Pageland Middle School
Palmetto Middle School
Perry (W.A.) Middle School
South Middle School*
Southwood Middle School
Summit Parkway Middle School*
Ware Shoals High School
Whittemore Park Middle School
Williams (C.E.) Middle School
Wright (E.L.) Middle School

* Indicates new site

** Indicates new teacher

# Teacher Cadet Program

*Mission: The primary goal of the Teacher Cadet Program is to encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teaching and schools so that they will be civic advocates of education.*

The Teacher Cadet Program (TCP) is an innovative teacher recruitment strategy designed to attract talented young people to the teaching profession through a challenging introduction to teaching taught as a high school class. The program seeks to provide high school students with an insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

Piloted in four high schools in 1985-86, the Teacher Cadet Program has grown to include 145 high schools that serve approximately 2,695 academically talented high school juniors and seniors. Approximately twenty-three percent of the participants were male and twenty-nine percent were minorities. Minority enrollment in the Teacher Cadet Program has steadily increased over the last four years (26% in 1994-95 to 29% in 1997-98). Eligibility requirements for the Teacher Cadet Program are listed below. The student must:

- Have at least a 3.0 average in a college preparatory curriculum.
- Be recommended in writing by five teachers.
- Submit an essay on why he/she wants to participate in the class.

By the end of the 1997-98 school year, over 21,000 academically talented students had completed this challenging introduction to teaching. Teacher Cadet Program participants consistently outscore their peers on the Scholastic Aptitude Test (SAT). The average SAT score of 1997-98 Teacher Cadet Program participants was 1061; the average SAT score of respondents citing a preference for teaching as a career was 993.

## Plans to Teach

External evaluations of the Teacher Cadet Program have confirmed that the Program is an effective tool for recruiting students who are high academic achievers into the teaching profession. An average of 35 percent of all students who have taken part in the Teacher Cadet Program indicated plans to pursue teaching credentials upon entering college. Of the 1997-98 Cadet class, 33percent indicated plans to enter teaching on the post-course survey. Education was selected significantly more often as a career choice than any other career option. Four percent of the 1997-98 Cadets changed favorably toward teaching as a career during their participation in the Teacher Cadet Program. Another 29 percent affirmed their decision to pursue teaching.

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## Funding

In 1997-98, each teacher Cadet class received a grant to purchase supplies, develop curriculum materials and provide additional activities for the class. The grant amount was based on the 1995-96 recommended allocations of $250 for sites with 15 or more students. Sites with less than 15 students received $16.65 per student with no site receiving less than the base of $100. These funds were used to provide the following: teaching related activities, speakers, college campus visits, classroom supplies, film and processing, receptions and conferences. Additional funds were allotted for each site to cover the cost of training and materials incurred by the SCCTR. The Teacher Cadet Advisory Board, elected from the six regions across the state, reviewed the funding guidelines and affirmed that they are workable and equitable.

## Teacher Cadet Advisory Board

The growth of the Teacher Cadet Program has created a need for additional means of communication between teachers in the network and SCCTR staff. A Teacher Cadet Advisory Board was established to assist the SCCTR with planning the Teacher Cadet conference, determining revisions that need to be made to the curriculum, and providing advice on general issues about the Program. Two members from each region were elected by their peers to form the Advisory Board. The Teacher Cadet Advisory Board meets twice yearly to provide valuable information to assist the SCCTR in staying apprised of the needs of the Teacher Cadet teachers across the state.

## SAY and MAY to be joined by FLAY Curriculum

In order to meet the increasing shortages of skilled teachers in such critical areas as math and science, the Teacher Cadet Program has already developed and adopted programs to encourage students to become interested in teaching math and science. Both the SAY and MAY curricula are in place in Teacher Cadet classrooms all over the state. In an attempt to meet the needs of other shortage areas such as Foreign Language, a new program called Foreign Language and Youth (FLAY) has been developed. The curriculum was written as a component of the Teacher Cadet curriculum during the summer of 1998 and will be distributed to Teacher Cadet teachers at the annual conference as an integral part of the newly revised Teacher Cadet curriculum. The FLAY curriculum lends itself for use with peer lessons, field experiences and academic fairs.

## Teacher Cadet Conference

This was the eleventh year Teacher Cadet teachers have been invited to participate in the annual professional development conference. The Teacher Cadet Conference was held October 5-7, 1997 at Springmaid Conference Center in Myrtle Beach, South Carolina. The theme for the conference was "What Matters Most." The programs of the conference revolved around the importance of teaching and how teachers can enhance the services they provide to students by increasing their awareness of how best to teach all students and by doing what matters most. Guest speakers included Dr. Barnett Berry of the National Commission on Teaching and America's Future and Dr. Charleen Swansea of Mindworks, who shared information on brain research. The conference included concurrent sessions on the following topics:

- Math and Youth (MAY): Creative Lessons for Peers
- Science and Youth (SAY): "How To's" from SAY Teacher Cadet Teachers
- ADEPT, Understanding How This Program Can Improve Teaching
- Nurturing New Teacher Cadet Teachers in their First Year
- National Board for Professional Teaching Standards (NBPTS)

- How to Use Portfolio Assessment Successfully
- Developing an Effective Teaching Assistant Program (TAP)
- "At the Crossroads" - Teacher Licensure and PASS

The conference provided the College Partners and Teacher Cadet Teachers an opportunity for planning time together. A very productive panel discussion informed teachers about the services provided to Teacher Cadet sites by college partners. Additionally, the conference granted time for networking and professional development for all participants. Teacher comments at the end of the conference indicated that the conference lifted their spirits and gave them the motivation to try new things, and provided them with cutting edge information to share with their students.

## Teacher Cadet Curriculum Training

Teacher Cadet Curriculum Training was held on April 30-May 1 and July 23-24, 1998. The trainees consisted of 32 new Teacher Cadet teachers, 1 college partner and 15 out-of-state guests. The out-of-state guests were from Lafayette, LA (1); Asheville, NC (4); El Paso, TX (7).

## Out-of-State Training

Teachers in Residence Ann Byrd Seegars and Kelly Evans conducted curriculum training sessions in January 1998 at the request of TEACH Boston. In February 1998, Teachers in Residence Doris Hickson and Carol Poole conducted training in Bossier City, LA at the invitation of the Red River Partnership. In April 1998, Doris Hickson and Carol Poole conducted training for teachers in Clark County Schools, Las Vegas, NV. Also in April, Laura Moody, former Teacher in Residence, and Kelly Evans conducted training in Raleigh, NC, and Ann Byrd Seegars conducted training at Sonoma State University in California. The training included teachers, university personnel and administrators who are interested in implementing the S.C. Teacher Cadet Program in their schools.

## Regional Activities

For the fourth year, the Teacher Cadets and their teachers participated in special regional activities and conferences sponsored by their college partners. Eighteen colleges provided opportunities for the Cadets to learn and network. The Teacher Cadet Regional Conferences included keynote speakers, concurrent sessions and opportunities to share ideas, projects and activities with other Cadets in the colleges' student body. Several Teacher Cadet classes traveled to another school to meet with each other and socialize as well as sponsor joint projects to benefit children in their area.

## 1997-98 Accomplishments

- disseminated a list of strategies on recruiting for diversity
- recruited 10 new Teacher Cadet sites and re-established 2 former sites
- utilized the Advisory Board to gain information from the Teacher Cadet teacher network
- distributed information packets to approximately 39 prospective Teacher Cadet sites
- created a Teacher Cadet brochure
- developed interactive lessons in Foreign Language and Youth (FLAY)
- revised Teacher Cadet curriculum

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- networked with other programs for teacher recruitment through participation in the Recruiting New Teachers Conference in Chicago

## [illegible]

In order to assess the effectiveness of the Teacher Cadet Program and gather data helpful in guiding programmatic decisions, the SCCTR commissioned Carolina Technotics to conduct a study of the 1997-98 Cadet class and the 1992-93 class of former Cadets.

The study was conducted utilizing teacher and student focus groups and questionnaires, as well as pre- and post-surveys. The entire 1992-93 former Cadet class was surveyed via mailed questionnaires. Additionally, field visits were made to sixteen designated Teacher Cadet sites. The evaluators gave special attention to examining the impact of various school schedules on the effective implementation of the Teacher Cadet Program.

### Findings

- The Teacher Cadet program continues to attract academically capable students. SAT scores of Teacher Cadets have consistently risen since 1987-88, averaging higher than state and national averages. The average combined SAT score for the 1997-98 class was 1061.

- Upon completion of the Teacher Cadet Program, one-third of the 1997-98 group indicated they planned to pursue a career in teaching. Fifty-one percent (51%) of the 252 former Cadets who returned their surveys are either employed as a teacher or teacher aide or are pursuing an MAT degree, alternative teacher certification or an undergraduate degree in education.

- The Teacher Cadets most frequently cited barriers to pursuing a career in teaching as being salary, interest in another profession, lack of respect, discipline and paperwork.

- A number of teachers felt the percent of males and minorities admitted to the Teacher Cadet Program was not representative of the racial and gender make-up of their school due to the failure of many of the minorities and males in meeting admission standards. Twenty-nine percent (29%) of the 1997-98 Teacher Cadet Program participants were minority students; twenty-three percent (23%) were males.

- Both Teacher Cadets and former Teacher Cadets agree that the Teacher Cadet Program has made them aware of critical subject and geographic areas. Fifty-five percent (55%) of the former Teacher Cadets are teaching in critical shortage areas. Ninety percent (90%) of former Cadets who are currently teaching are certified in South Carolina. Sixty-six percent (66%) of the former Teacher Cadets are teaching in areas where there are teacher shortages. Fifty-seven percent (57%) of the Teacher Cadets who plan to teach indicate an interest in teaching in a secondary school.

- Approximately one-third of the Teacher Cadet sites have participated in Math and Youth (MAY) activities while approximately one-fourth of the sites have participated in the Science and Youth (SAY) activities. Time was cited as the greatest barrier to implementing SAY and MAY activities. Twenty-three percent (23%) of the Teacher Cadets indicate they would consider possibly teaching science; 27% would possibly consider teaching math.

- Over ninety percent (90%) of the Teacher Cadet teachers agreed or strongly agreed that the college partnerships are an effective component of the Teacher Cadet Program. The majority of Teacher Cadet teachers agreed that offering college credit is vital to the continued success of the Teacher Cadet Program at their school.

- The Center's newsletter was rated helpful by ninety percent (90%) of the Teacher Cadet teachers while only nine percent (9%) of the Teacher Cadet students rated it as helpful with a number noting it was not available to them.

- The Teacher Cadet teachers rated all elements of the Teacher Cadet Program as valuable to the program. The teachers unanimously stated the curriculum is excellent but expressed the need for identifying those elements of the curriculum which are essential and which are not.

- SCCTR services were highly rated by the Teacher Cadet teachers.

- Sixty-nine percent (69%) of Teacher Cadets rated the College HelpLine information from very to slightly helpful. Of those Teacher Cadets planning to teach, forty-seven (47%) have applied for or plan to apply for the SC Teachers Loan.

- The Teacher Cadet Program positively impacts the perception of teaching by both teachers and students.

- At least eighty percent (80%) of former Cadets indicated the Teacher Cadet Program helped them understand the consequences of social issues to the educational system and the importance of assuring quality education for all. Twenty-six percent (26%) of former Cadets who are teachers have become active in educational advocacy programs in their community.

- The 4x4-block schedule is the most frequently utilized schedule in Teacher Cadet Program sites. The AB block schedule is the second most frequently utilized. Traditional scheduling is third. The traditional schedule received the greatest percentage of positive responses (78%) from Teacher Cadet teachers; AB block received the second largest percentage (50%).

- A number of Teacher Cadets state they are not aware of the ProTeam Program. Eighty-three (4%) of the Teacher Cadet survey respondents indicated they had participated in the ProTeam Program.

## Recommendations

1. Maintain the high standards that have been established as criterion for admission to the Teacher Cadet Program in order to maintain the Program's integrity and excellence.

2. Consider an appeals process whereby teachers have more influence on the acceptance of certain students who do not meet the criteria but otherwise possess characteristics that deem them otherwise acceptable. Teachers should plan contacts with potential Teacher Cadets numerous times between their entrance into high school and time to sign up for the Teacher Cadet Program.

3. Employ more males as Teacher Cadet teachers and in management positions in order to provide role models.

4. Strive for long-term improvement in teacher salaries in order to attract and maintain highly qualified men and women in the teaching field.

5. Provide more male oriented activities in the Teacher Cadet curriculum, e.g., less cutting, pasting, sharing, and self-esteem.

6. Identify those essential and optional elements of the curriculum in order to make it more adaptable to the various scheduling formats.

7. Move cautiously before advocating for any one scheduling model due to the potential of eliminating Teacher Cadet at a number of sites that might not be able to accommodate a required scheduling model. Curriculum adaptations can possibly address many of the scheduling concerns.

8. Continue to inform students about critical subject and geographic shortage areas.

9. Continue to encourage the use of SAY and MAY. Make these elements "required" and provide training in their utilization.

10. Provide more guidance for Teacher Cadets in dealing with student discipline during their field experience.

Aiken High
Airport High •
Allendale-Fairfax High
Andrews High
Aynor High
Bamberg-Ehrhardt High •
Baptist Hill High
Barnwell High
Batesburg-Leesville High
Beaufort High •
Belton-Honea Path High
Berea High
Berkeley High
Bishopville High •
Blackville-Hilda High
Blue Ridge High
Boiling Springs High
Brookland-Cayce High
Broome High
Burke High •
Byrnes High
Calhoun County High +
Central High
Chapin High
Chapman High
Cheraw High
Chesnee High
Chester High
Chesterfield High •
Choppee High
Clover High
Columbia High
Conway High •
Darlington High
Denmark-Olar High
Dillon High
Dorman High
Dreher High
Dutch Fork High
Easley High
Eastside High
Eau Claire High •
Emerald High
Estill High
Fairfield Central High
Flora (A. C.) High •
Fort Dorchester High •
Fort Mill High
Gaffney High
Georgetown High
Gilbert High
Goose Creek High •
Great Falls High #
Greenville High •
Greenwood High
Greer High
Hanahan High •
Hanna (T.L.) #
Hannah-Pamplico High
Hartsville High
Hemingway High
Hillcrest High
Irmo High •
James Island High
Jasper County High
Keenan (W.J.) High +
Kingstree High
Lake City High •
Lake View High
Lakewood High #
Lamar High
Lancaster High
Landrum High
Latta High
Laurens High
Lexington High
Liberty High #
Lincoln High
Loris High •
Lower Richland High
Lugoff-Elgin High
Mann (J. L.) High •
Manning High
Marion High •
Marlboro High
Mayo Magnet High
McBee High #
Mid Carolina High
Middleton High
Midland Valley High
Mt. Pleasant High
Mullins High
Murray (C.E.)
Myrtle Beach High
North Augusta High
North Charleston High
North Myrtle Beach
Newberry High
Ninety Six High
Northwestern High
Orangeburg Wilkinson
Palmetto High
Pelion High •
Pendleton High #
Pickens High
Pleasant Hill High
Richland Northeast
Riverside High
Rock Hill High
Saluda High •
Scott's Branch High #
Seneca High
Silver Bluff High
Socastee High
South Aiken High
South Florence High
Southside High
Spartanburg High
St. Andrews High
St. George High
St. John's High
Stall High (R.B.) High
Stratford High
Strom Thurmond High
Summerville High
Sumter High
Swansea High
Terrell's Bay High
Timberland High
Travelers Rest High
Union High
Waccamaw High
Wade Hampton High (Greenville) •
Wade Hampton High (Hampton)
Wagener-Salley High
Walhalla High
Walterboro High
Wando High
Ware Shoals High
West Florence High
Westside High
Williston-Elko High
Wilson High
Wren High
York Comprehensive•

# new site in 1997-98 (seven new sites)

+ returning site (two returning sites)

• new teacher (22 new teachers)

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## Teacher Cadet average SAT test scores rank above national, state averages

| Year | # of Cadets | Average SAT score of Cadets | National Average SAT score | SC average SAT score | Ed. major average SAT score |
|---|---|---|---|---|---|
| 1997-98 | 2,695 | 1061 | 1017 | 951 | 963 |
| 1996-97 | 2,451 | 1048 | 1016 | 953 | 920 |
| *1995-96 | 2,354 | 1056 | 1013 | 954 | 927 |
| 1994-95 | 2,297 | 978 | 910 | 844 | 817 |
| 1993-94 | 2,168 | 969 | 902 | 838 | 817 |
| 1992-93 | 1,928 | 982 | 902 | 838 | 814 |
| 1991-92 | 1,814 | n/a | 899 | 831 | 808 |
| 1990-91 | 1,654 | 1012 | 896 | 832 | 812 |
| 1989-90 | 1,472 | 1015 | 900 | 834 | 815 |
| 1988-89 | 1046 | 1009 | 903 | 838 | 809 |
| 1987-88 | 720 | 941 | 904 | 832 | 808 |
| 1986-87 | 404 | 955 | 906 | 826 | 792 |

*SAT scores were re-centered in 1996

### Student Quotes

*The class truly began my preparation for a rewarding future in education. The class was both productive and informative. I have often paralleled the Teacher Cadet class with some of my education classes in college. I felt great in college when I was told things in college that I already knew!*

*Elisa Wusri*
*Former Teacher Cadet*

*Since completing the program in high school, I have grown more aware of the importance of community involvement. Also, my self-esteem skyrocketed, and I learned how to participate equally as a team member while still keeping my own identity.. I feel the Teacher Cadet Program is even very helpful for those individuals who may not pursue a teaching career but still work with the public, or even our youth. Or in my case, future parents benefit from the program as well.*

*Regina Trujillo*
*Former Teacher Cadet*

# College Partnerships

*Mission: The purpose of the College Partnerships is to provide a structure for college faculty members to work in a collaborative relationship with Teacher Cadet instructors to provide enrichment experiences for high school students as they explore the field of education.*

## Historical Background

College partnerships have been an integral part of the Teacher Cadet Program since its inception in 1985-86. That first year began with four Teacher Cadet sites in partnerships with four colleges. The Teacher Cadet Program and the number of college partners has grown steadily since then. During the 1997-98 school year, 138 Teacher Cadet sites worked collaboratively with 22 college partners. Seven Teacher Cadet sites chose to operate independently (without a college partner).

## 1997-98 College Partners

| | |
|---|---|
| Anderson College | Limestone College |
| Charleston Southern University | North Greenville College |
| The Citadel | Presbyterian College |
| Clemson University | South Carolina State University |
| Coastal Carolina University | USC-Aiken |
| Coker College | USC-Columbia |
| College of Charleston | USC-Salkehatchie |
| Francis Marion University | USC-Spartanburg |
| Furman University | USC-Sumter |
| Greenville Technical College | USC-Union |
| Lander University | Winthrop University |

## 1997-98 Goals

Goal #1: *Strengthen the College Partner sites that have been identified as weak. Facilitate dialogue between College Partner and Teacher Cadet sites.*

From the feedback received from Teacher Cadet teachers, it is apparent that not all College Partnerships have achieved the same level of effectiveness in their services provided. To ensure that each Teacher Cadet site that chooses to partner with a college will benefit to the fullest from this relationship, the SCCTR during the 1997-98 school year kept a monthly update of the activities of the College Partners so as to know what was taking place with the



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respective partnerships at any given time. Teachers in Residence made every effort to be present any time planning meetings were held on college campuses or when Teacher Cadet or ProTeam College Days took place to offer support and assistance as needed. Teacher Cadet and ProTeam teachers as well as the College Partners were encouraged to establish contacts early in the school year and to maintain them throughout.

Fourteen colleges and universities sent representatives to the Teacher Cadet Fall Conference at the Springmaid Conference Center in Myrtle Beach October 5-7, 1997. Don Clerico, Charleston Southern; Cynthia Bolton, USC-Aiken; Deborah Euland, College of Charleston; Pamela Donovan, USC-Salkehatchie; and Carol Smith, USC-Spartanburg served on a discussion panel for one session of the conference. They reviewed what was effective in their respective partnerships and Teacher Cadet teachers and College Partners were given the opportunity to ask questions to the panel members on ways to strengthen and improve this important relationship.

Also at the conference, the SCCTR hosted a College Partner networking meeting. Topics discussed included the issue of college credit for Teacher Cadet students, site visits by College Partners and college visitation days. The College Partners hosted a breakfast for teachers in their partnership to network and make plans for the rest of the year.

Goal #2: *Encourage more colleges to offer college credit.*

During the 1997-98 school year, 17 of 22 College Partners granted some type of college credit for students enrolled in the Teacher Cadet Program. This credit was offered either as regular credit, elective credit or an exemption of some type. Five colleges offered no credit. Considering the competition for high achieving students such as those enrolled in the Teacher Cadet Program and the need to make the Teacher Cadet Program as attractive as possible, colleges not offering course credit were encouraged to examine its benefits.

The issue of college credit remains a concern for Teacher Cadet students, teachers and college personnel. Naturally, Cadets enrolled in the class would like to receive college credit, and college credit does seem to be an incentive for some students who choose to enroll in the class.

## College Credit Summary Chart

| *College* | *Credit Offered* | *# of Sites in Partnership* |
|---|---|---|
| Anderson College | 1 hour credit | 9 |
| Charleston Southern | 1-3 hours elective credit | 10 |
| The Citadel | 3 hours credit | 4 |
| Clemson | 2 hours credit | 5 |
| Coastal Carolina | 3 hours credit | 12 |
| Coker | No credit offered | 11 |
| College of Charleston | 3 hours credit | 2 |
| Francis Marion | No credit offered | 11 |
| Furman | 1 hour practicum exempted | 3 |
| Greenville Tech | No credit offered | 1 |
| Lander | 2 hours credit | 5 |
| Limestone | 1-3 hours elective credit | 2 |
| North Greenville | Credit on individual basis | 2 |
| Presbyterian | 1 hour practicum exempted | 1 |
| SC State | 1-3 hours elective credit | 3 |
| USC-Aiken | 4 hours credit | 10 |
| USC-Columbia | No credit offered | 17 |
| USC-Salkehatchie | 1-3 hours elective credit | 10 |
| USC-Spartanburg | No credit offered | 6 |
| USC-Sumter | 3 hours credit | 2 |
| USC-Union | 1-3 hours elective credit | 1 |
| Winthrop | 3 hours elective credit | 10 |

## Center's Services to College Partners

The SCCTR provides the following services to the College Partners:

- Curriculum training programs for new faculty
- Teacher Cadet curriculums and related materials
- *CenterPoint* newsletter
- College Partner Handbook (updated and distributed fall 1997)
- Stipend for each Teacher Cadet site served (up to $500 per site)
- Yearly professional development conference
- Assistance from Teachers-in-Residence in planning and communicating with Teacher Cadet teachers; planning special college days for the Teacher Cadets and ProTeam students

## College Partnership Funding

College Partners may apply for a $500 maximum grant for each site in their partnership. The College Partner fills out a grant application form at the beginning of the year explaining how the grant money will be spent. A final financial form is submitted at the end of the year documenting the actual expenditures.

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In May 1998, all college partners were sent a survey to determine the range and level of services being offered to Teacher Cadet sites. The number of Teacher Cadet sites supported by each college partnership ranged from one to seventeen. Fifteen of 22 college partners responded to the survey. Following are the results:

## Planning sessions with Teacher Cadet teachers

Equal percentages (1/3) of the college partners held fall planning sessions, spring planning sessions, or fall and spring planning sessions. One partner held no planning session and one met for planning at the Teacher Cadet conference. Three partners indicated their fall sessions were not well attended and three indicated their spring sessions were not well attended.

## Teacher Cadet college visitation days

Approximately 50% of the college partners hosted a Teacher Cadet College Day in the fall, two hosted Teacher Cadet Days in the spring, and five hosted a Teacher Cadet Day both semesters. All rated attendance as good with the exception of one who rated attendance as adequate.

## Faculty members used to support Teacher Cadet Program

The number of faculty members used to support the Teacher Cadet Program ranged from one (4 colleges) to fourteen. Three to four support faculty members was the most common model. Note: Some institutions included all speakers while others only included faculty specifically assigned to the Teacher Cadet Program.

## Lessons and speakers provided

The majority of the college partners taught between one and three lessons, on average, per class. Singleton partnerships offered as many as nine lessons on average per class. The number of speakers arranged for, on average, per class by the two-thirds of the partners who provided speakers ranged from one to five. Two partners provided no speakers.

## Most frequently requested topics

- Child Development
- Classroom Technology
- Teaching around the World
- PET Overview
- Learning Styles
- Human Growth & Development
- Professionalism
- Teaching Styles
- Developmentally Appropriate Practices
- Multiple Intelligencies
- Hemisphericity
- Self-esteem
- Multiculturalism
- Children's literature
- Stress Management
- Financial Aid
- Special Education
- Piaget

## Requests for assistance

All but two partners were contacted by their Teacher Cadet teachers to request lessons or speakers.

Comments:

- Contacted once; I was asked to speak on college resources, admissions, financial aid, etc.
- Only two schools requested resource speakers.

- A roster of speakers was mailed but generally the sites did not utilize this service. They were much more interested in visiting the campus. We held four workshop days with a variety of presenters. The 4x4 sites (the majority) prefer days on campus with a variety of choices.
- They needed to emphasize middle school student development. We provided speakers and videos, as well as journal articles.
- Besides speakers, we helped arrange field trips to local service agencies.
- We are so pleased to see these requests increase. We hope to offer more assistance in the future.
- Some of our professors talked to classes at Gaffney and Spartanburg High.
- We provided a list of possible speakers for their classes in the form of a speakers' bureau list. The teachers then made requests to our office to schedule speakers. We were able to fill a great majority of the requests.
- Very few speakers were requested or used.
- Teacher Cadet teachers rarely contact me for assistance. Some teachers give the definite impression that they want to be left alone.
- Some Teacher Cadet teachers asked for suggestions from college partners for speakers to talk about elementary teaching methods — math games, literacy models, science demonstrations, etc.

### Supplement to grant money

One-third of the college partners indicated that their institution supplements the grant money provided by the SCCTR. The supplements are for transportation, tuition grants, a graduate assistant, postage and university faculty instruction.

## Teacher Cadet College Scholarships

Five of the respondees indicated that they offer a Teacher Cadet scholarship. Three other colleges indicated they are considering offering Teacher Cadet scholarships in the future.

The following is a list of Teacher Cadet scholarships offered by College Partners and other institutions with a brief description of each.

- Charleston Southern University – Five $3,000 scholarships annually, a maximum of 20 awarded at any given time
- North Greenville College – Twelve $3,000 scholarships available each year with at least three new scholarships given to entering freshman
- Winthrop University – Two $1,000 scholarships
- USC-Columbia – Two $500 scholarships
- Limestone College – $500 scholarships to Teacher Cadets that score at least 1020 on the SAT
- SCCTR - Future Educator Scholarship - Two $1,000 scholarships

## Training

Each year when the SCCTR offers curriculum training sessions, all new college faculty who will be working with the Teacher Cadet program are invited to attend as part of the services offered to College Partners by the Center. Ten College Partners were trained in

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August 1997, one in May 1998. At these training sessions, the College Partner Specialist discusses College Partnerships and shares guidelines for having a successful partnership. In addition, at each out-of-state training held, information regarding College Partnerships is shared with organizations considering implementing the programs of the SCCTR.

The following College Partners host either a Teacher Cadet College Day and/or a ProTeam Regional College Day during the 1997-98 school year. Included is the approximate number of students that attended each event.

| College Partner | Event Hosted | # of Students Attending |
|---|---|---|
| Anderson College | Teacher Cadet | 160 |
| Charleston Southern | Teacher Cadet | 225 |
| The Citadel | Teacher Cadet | 60 |
| Claflin | ProTeam | 100 |
| Clemson | Teacher Cadet | 80 |
| Coastal Carolina | Teacher Cadet | 125 |
| Coker | Teacher Cadet | 100 |
| College of Charleston | Teacher Cadet/ProTeam | 30/130 |
| Francis Marion | Teacher Cadet/ProTeam | 100/250 |
| Furman | Teacher Cadet | 45 |
| Lander | Teacher Cadet/ProTeam | 50/150 |
| Limestone | Teacher Cadet | 15 |
| SC State | Teacher Cadet | 50 |
| USC-Aiken | Teacher Cadet | 160 |
| USC-Columbia | Teacher Cadet/ProTeam | 300/210 |
| USC-Salkehatchie | Teacher Cadet | 125 |
| USC-Spartanburg | Teacher Cadet | 150 |
| USC-Sumter | ProTeam | 85 |
| USC-Union | Teacher Cadet | 50 |
| Winthrop | Teacher Cadet | 105 |

# College HelpLine

*Mission: The primary purpose of the College HelpLine Program is to work with students in the Teacher Cadet Program as well as others who need help getting into college. Priority is given to minorities, first generation college-bound students and those planning to teach. The two basic goals in the program are to assist students with the college admission process and to provide them with information on financial aid.*

The College HelpLine Program, established primarily as a minority initiative for teacher recruitment, completed its ninth year of service. Many students with an interest in attending college do not receive the necessary advice and support needed to enroll in higher education. College HelpLine directs its support to those especially in need of help — first generation college bound students, low-income students and people of color who may be least likely to receive help from guidance counselors, parents or college admissions offices.

The Center's program serves as a liaison between high schools and college admissions and financial aid representatives. College HelpLine tries to get students past the roadblocks that may discourage the prospective college student, as well as his or her parents, from pursuing a college education.

## 1997-98 Clients

College HelpLine has taken some proactive measures for the 1997-98 school year. These proactive measures have resulted in College HelpLine being able to serve more clients without overburdening the SCCTR staff. Students have been prompted to utilize services that are at their fingertips (e.g., on-line services). Several handouts were created to give students a database of on-line addresses to obtain information on college admission and financial aid services. This led to the development of a College HelpLine Teacher Cadet (CHTC) Notebook. The CHTC Notebook is a supplemental reference for Teacher Cadet teachers, their Cadets and guidance counselors. This notebook is filled with college admissions and financial aid tips and time saving techniques. The materials can be used to assist sites before and after a Teacher in Residence visits the Teacher Cadet class. A CHTC Notebook has been placed in the hands of every Teacher Cadet teacher.

Because College HelpLine has taken this proactive step, more students are being served without having to wait for someone to contact them and provide them with requested information. College HelpLine continues to serve students who have questions in need of answers. Students and parents seeking information were mailed materials from the Center. All students who participated in the Teacher Cadet Program received College HelpLine information from their respective Teacher in Residence. Many more calls that required the College HelpLine Specialist's time and consultation were answered.

During 1997-98, the single largest group seeking assistance was high school seniors. This group comprised approximately 95 percent of the total contacts. College HelpLine also served the following:

- guidance counselors,
- individuals looking to enter the teaching profession from other careers,



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- parents seeking funds for their child's education,
- former Teacher Cadets seeking to become education majors from other career majors,
- high school juniors seeking to get an early start on the college admission process,
- present teachers looking for other opportunities in the field of education,
- ProTeam students inquiring about information on various colleges and universities,
- grant writers seeking statistical data, and
- interested persons visiting booths at college fairs, career fairs, education fairs and education conferences.

## College HelpLine Inquiries

College HelpLine inquiries were usually related to financial aid. The Center has become a clearinghouse for the following items:

- Free Application for Federal Student Aid (FAFSA);
- The Teachers Loan Program, Federal Stafford Loan Program, Federal PLUS Program, and the Tuition Grants Program;
- Brochures, applications and manuals relating to the programs mentioned above available upon request;
- Information on scholarships for individual schools (both public and private), scholarship agencies and guidance on how to complete scholarship applications, financial aid forms;
- Assistance in completing admissions applications.

There are, in extreme hardship cases, specific funds made available by the SCCTR to facilitate the transition from high school to college. Funds are approved for such costs as application fees, tuition advancements and room deposits.

## ProTeam College HelpLine Resource Notebook

The notebook is divided into three sections: personal development, collegiate development and career development. It also contains admission and financial aid information including handouts on:

- Test-Taking Tips
- Sample College Application
- Essays/Analysis of Essays
- On-line Scholarship Services
- Sample FAFSA Form
- High School Planning Worksheet
- College HelpLine Browses the Websites
- The Admission Process: Who Gets What
- Checklist for an Effective Essay
- My Individual Career

- Report Card Evaluation & Contract To Improve My Grades
- Tips For Forming Your Own Study Group
- Test-Prep Kit
- Study Buddies
- Homework Log
- Parliamentary Procedure
- Preparing for a Career in Teaching

## Teacher Cadet College HelpLine Resources and Activities

The College HelpLine has been especially successful in reaching students in the Teacher Cadet Program. Reaching more students who are not enrolled in or who do not have access to a Teacher Cadet Program will continue to be a goal of College HelpLine. The Teacher Cadet teachers and Teachers in Residence have been an invaluable resource in communicating information to students about the College HelpLine.

Among the many efforts of the Center staff to inform high school (and middle school) students of the assistance offered by College HelpLine were the following activities:

- Shared information on financial aid and college issues with 163 Teacher Cadet classes and 54 ProTeam classes. This information was provided by the Teachers in Residence during site visits which resulted in Teacher Cadet and ProTeam students gaining valuable information in a timely manner.
- Published two College HelpLine newsletters. The first newsletter focused on financial aid issues such as the S.C. Teachers Loan, FAFSA Express, on-line scholarship services and financial resources, and on-line SAT practice math and verbal skills quizzes services. The second newsletter focused on surviving college issues such as school catalogs, faculty advisors, security, the residence hall room, tips on making friends, registration, finances and credit card tips, time management tips, choosing classes, class attendance and more.
- Developed a College HelpLine brochure that contains on-line financial aid and college application information. Topics include "College: Things to Think About," S.C. Teachers Loan, Information on Addresses and Phone Numbers, Free Financial Aid Pamphlets, College and University Internet Services, and SAT Skill lessons to assist students in their college process.
- Expanded the College HelpLine computer database and developed a College HelpLine grid to improve tracking of students assisted and to provide more useful statistical information for evaluation purposes.
- Worked with the TRIO organizations by presenting financial aid information to high school students and parents.
- Informed all Teacher Cadets about the process to apply for the Teachers Loan Program and distributed Teachers Loan applications and over 2400 student loan brochures with an attached card to request a Teachers Loan application.
- Distributed approximately 2400 Federal Student Aid Guides and FAFSA forms.
- Printed College HelpLine information in Teacher Cadet and ProTeam student planners.
- Distributed approximately 3000 College HelpLine pencils to disseminate the SCCTR's toll-free phone number.
- Mailed approximately 500 packets of information on many aspects of teacher education, college admissions, financial aid, etc. to interested individuals.

- Mailed College HelpLine packets to 300 South Carolina high and middle school guidance counselors.
- Trained and helped Cadets access "FastWeb" Internet scholarship search program and set up mailboxes to have scholarship information delivered to mailboxes they created.
- Presented College HelpLine information at career fairs in both middle and high schools in South Carolina.
- Developed a College HelpLine evaluation/assessment instrument for Teacher Cadets.
- Expanded College HelpLine website to make it interactive.
- Created "discover college" bookmarks to encourage students to plan now to attend college after high school. Bookmarks were given out during ProTeam site visits and career fairs.
- Created "teaching career" promotional bookmarks to encourage students to consider education as a viable career option. Bookmarks were given out during ProTeam site visits and career fairs.
- Created a teaching careers brochure.
- Offered computer-based scholarship searches through Winthrop University's Fund Finder Program; over 450 students received scholarship information based on their personal data.
- Participated in financial aid workshops and seminars.
- Shared College HelpLine information and the increasing need for teachers of color with the E & M Baptist Convention.
- Assembled packets to be mailed to middle school and high school guidance counselors at the beginning of the 1998-99 school year.
- Researched college admission and financial aid information on the Internet for clients.

## Information on Federal Loans by S.C. Institution

| Public Institutions | 1997 # of loans | 1997 Amount of loans | 1998 # of loans | 1998 Amount of loans |
|---|---|---|---|---|
| Clemson University | 119 | $463,590 | 133 | $497,321 |
| Coastal Carolina | 24 | $88,356 | 36 | $133,456 |
| College of Charleston | 63 | $251,882 | 55 | $210,635 |
| Francis Marion University | 52 | $207,810 | 59 | $225,910 |
| Lander University | 55 | $235,736 | 52 | $218,956 |
| SC State University | 34 | $156,000 | 38 | $154,910 |
| The Citadel | 14 | $54,975 | 16 | $52,655 |
| USC-Aiken | 21 | $88,673 | 19 | $76,173 |
| USC-Columbia | 146 | $676,350 | 183 | $781,538 |
| USC-Lancaster | 1 | $2,500 | 1 | $2,500 |
| USC-Salkehatchie | 3 | $9,500 | 4 | $11,877 |
| USC-Spartanburg | 23 | $90,983 | 24 | $92,427 |
| USC-Sumter | 1 | $4,000 | 2 | $6,500 |
| Winthrop University | 151 | $591,762 | 159 | $613,058 |
| | | | | |
| **Private Institutions** | **1997 # of loans** | **1997 Amount of loans** | **1998 # of loans** | **1998 Amount of loans** |
| Anderson College | 11 | $44,842 | 10 | $43,500 |
| Benedict College | 0 | 0 | 3 | $12,500 |
| Charleston Southern Univ. | 7 | $27,500 | 10 | $33,250 |
| Coker College | 14 | $47,152 | 14 | $55,000 |
| Columbia College | 106 | $438,535 | 116 | $468,535 |
| Converse College | 52 | $214,211 | 63 | $246,245 |
| Erskine College | 8 | $32,500 | 10 | $39,753 |
| Furman University | 17 | $68,100 | 18 | $71,433 |
| Limestone College | 4 | $16,500 | 4 | $19,000 |
| Morris College | 2 | $10,000 | 3 | $15,000 |
| Newberry College | 22 | $95,449 | 22 | $95,214 |
| Presbyterian College | 10 | $37,500 | 10 | $33,750 |
| Southern Wesleyan Univ. | 8 | $32,500 | 10 | $45,000 |
| Wofford College | 10 | $45,000 | 10 | $40,000 |
| | | | | |
| **TOTAL IN-STATE** | 978 | $4,031,906 | 1084 | $4,296,096 |
| | | | | |
| **OUT-OF-STATE** | 20 | $80,333 | 26 | $97,583 |
| | | | | |
| **GRAND TOTAL** | 998 | $4.112.239 | 1,110 | $4,393,679 |

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## Teacher Cadets Receiving the S.C. Teachers Loan

| Total number of Loans | Number of former Cadets receiving Teachers Loan | Number of students receiving the Teachers Loan for the first time | Number of former Cadets receiving the Teachers Loan for the first time |
|---|---|---|---|
| 1110 | 545 | 173 | 139 |

## Teachers Loans by Gender

| Female | Male | Not Designated |
|---|---|---|
| 917 | 157 | 36 |

## Teachers Loans by Race

| Race | Number | Percentage |
|---|---|---|
| African American | 153 | 14% |
| American Indian/Alaskan | 3 | .3% |
| Asian/Pacific Islander | 3 | .3% |
| Hispanic | 3 | .3% |
| Caucasian | 899 | 81% |
| Not Designated | 49 | 4% |

## Teachers Loans by Critical Subjects

| Subject | Amount Loaned | Number of Loans |
|---|---|---|
| Math | $433,636 | 114 |
| Science | $248,570 | 65 |
| Library Science | $107,889 | 28 |
| Special Ed. | $1,226,452 | 309 |
| Home Economics | $7,500 | 2 |
| Art | $70,769 | 17 |
| Industrial Technology | $6,500 | 2 |
| Guidance | $4,654 | 1 |
| Music | $97,506 | 26 |
| Spanish | $133,832 | 34 |
| French | $69,261 | 18 |
| Business Education | $73,860 | 18 |
| Geographic Area | $1,913,250 | 476 |
| **TOTAL** | **$4,393,679** | **1,110** |

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# Job Bank

*Mission: The purpose of the Teacher Job Bank is to provide the public school districts of South Carolina with qualified teaching applicants when needed; to facilitate teachers in their search for positions within the public school districts and to help meet the need for teachers in South Carolina's critical need areas, both subject and geographic.*

The SCCTR operates a 24-hours per day, seven days a week voice response system in order for teacher applicants to conveniently use the Job Bank. The Teacher Job Bank is designed to respond to inquiries from in-state and out-of-state teachers seeking job placement services. Similar inquiries are received from school district administrators and principals looking for teachers in hard-to-find certification areas. Job Bank application packets are distributed free of charge to any individual (listed less than two years), school or organization requesting them and include information about South Carolina's teaching shortages as well as surpluses. Individuals listed two years or more pay an annual fee of $25 to remain on the Job Bank. Also included in the packet of information is the current South Carolina Teaching Vacancies List, published on the 1st and 15th of each month.

The Teacher Job Bank is often the first contact for individuals seeking a teaching position. The Job Bank gives basic information about South Carolina certification and directs the teacher to the proper sources for more details. It also provides names, addresses and phone numbers for all 86 (as of 1997-98 school year) districts' personnel contacts.

The Teacher Job Bank helps small rural districts by providing them access to the many teaching candidates listed on the Job Bank. Some teachers specify on their application a preference to work in a rural area.

In the spring of 1997, the SCCTR launched a home page on the World Wide Web to allow all users to access the job vacancy information via the Internet. The Center has also distributed the Job Bank Manager's e-mail address to all South Carolina personnel administrators in hopes they will use that means of communication to send and update information about job vacancies and to request information on candidates looking for teaching positions.

The SCCTR advertises in three state daily newspapers every other Sunday, inviting teachers to list their availability for openings. The Job Bank is supported by the State Department of Education's Teacher Certification Office which sends a notice of the service to all individuals seeking initial teacher certification in South Carolina. Thousands of teachers across the nation who receive information about the annual South Carolina EXPO for Teacher Recruitment also receive an invitation to list with the SCCTR Job Bank.

During the 1997-98 fiscal year, 1,056 teachers listed with the Job Bank. An additional 5,970 teachers requested job listings without formally enrolling in the Job Bank. Nearly 4,757 job openings were listed by school districts during FY 97-98. Seventy-eight of the 86 school districts and several special schools used the service to list openings or to obtain the names of available teachers. Two private schools subscribed to the Job Bank service for an annual fee of $250.

Approximately 421 teachers from 29 states and one foreign country registered for the 10th annual EXPO where Job Bank applications were distributed. Many teachers listed their names with the Job Bank as a result of the EXPO job fair. These efforts resulted in an increase in in-state and out-of-state listings in both critical and non-critical areas.



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The Job Bank becomes increasingly important as we assist former Teacher Cadets and ProTeam students in finding jobs in South Carolina. The Job Bank application requests information about involvement in the Teacher Cadet Program. This year 12 former Teacher Cadets used the Job Bank.

## Job Bank Statistics 1997-98

### Mail and Telephone Inquiries

| Month/Year | Total | Out-of-State | Critical Needs Certification Program | EXPO |
|---|---|---|---|---|
| July 1997 | 567 | 270 | 56 | |
| August 1997 | 397 | 144 | 50 | |
| September 1997 | 290 | 115 | 38 | |
| October 1997 | 217 | 88 | 23 | |
| November 1997 | 200 | 77 | 27 | |
| December 1997 | 237 | 78 | 26 | |
| January 1998 | 433 | 199 | 50 | 37 |
| February 1998 | 345 | 151 | 39 | 34 |
| March 1998 | 669 | 382 | 63 | 103 |
| April 1998 | 1,172 | 922 | 76 | 261 |
| May 1998 | 843 | 522 | 68 | 224 |
| June 1998 | 600 | 319 | 50 | 82 |
| TOTAL | 5,970 | 3,267 | 566 | 741 |

**Longitudinal Job Bank Statistics**
**Number of Inquiries Made About Teaching Positions in S.C.**

| Month | Jan. | Feb. | March | April | May | June | July | Aug | Sept | Oct. | Nov | Dec | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1998 | 433 | 345 | 669 | 1172 | 843 | 600 | | | | | | | |
| 1997 | 576 | 453 | 614 | 1761 | 1604 | 1176 | 567 | 397 | 290 | 217 | 200 | 237 | 8,092 |
| 1996 | 487 | 530 | 667 | 2096 | 2429 | 1376 | 723 | 436 | 436 | 288 | 238 | 289 | 9,905 |
| 1995 | 505 | 647 | 694 | 2298 | 2505 | 1572 | 689 | 536 | 318 | 300 | 281 | 279 | 10,624 |
| 1994 | 536 | 447 | 612 | 1979 | 1691 | 1368 | 824 | 563 | 303 | 316 | 280 | 162 | 9,081 |
| 1993 | 436 | 455 | 555 | 2040 | 1430 | 1116 | 843 | 749 | 341 | 331 | 268 | 211 | 8,775 |
| 1992 | 610 | 485 | 733 | 2088 | 1572 | 1199 | 844 | 676 | 404 | 299 | 320 | 239 | 9,469 |
| 1991 | 408 | 375 | 541 | 2696 | 1021 | 904 | 897 | 661 | 343 | 328 | 287 | 255 | 8,716 |
| 1990 | 522 | 442 | 346 | 505 | 746 | 577 | 487 | 471 | 210 | 224 | 228 | 158 | 4,916 |
| 1989 | 313 | 353 | 179 | 347 | 818 | 452 | 376 | 360 | 473 | 262 | 139 | 119 | 4,191 |

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# EXPO

*Mission: The purpose of the South Carolina EXPO for Teacher Recruitment is to match teachers seeking positions with school districts seeking teachers.*

The South Carolina EXPO for Teacher Recruitment focuses on meeting South Carolina's short-term recruitment needs. Since South Carolina is currently providing about 70 percent of its own teachers, this effort is an important one.

The tenth annual EXPO job fair was held at Myrtle Beach, June 10-12, 1998. The EXPO was co-sponsored by SCCTR, the South Carolina Association of School Personnel Administrators and the State Department of Education's Office of Teacher Certification. Cheryl Warren of Florence School District Three, and Tommy Burbage of Georgetown County School District were co-chairs of the 1997-98 EXPO Job Fair. Members of the steering committee were Janice Poda, Robert Scarborough, Lillian Flemming, Marilyn Ward, Phyllis Page, Jim Turner, Cenita Gerald, Pat Buckner, Beryl Brooks-Goines, J. Corbett Gibson, Don O. Hendrix, Gay Coleman, Keith Brown and Ruth Lusk.

The Center assumed responsibility for all state and national publicity, including media contacts and answering 6,846 mail and telephone inquiries. During the EXPO itself, SCCTR staff members sponsored an on-site booth where teachers could sign up for the SCCTR Teacher Job Bank. Staff members provided general staff support for the conference and on-site registration and published an EXPO Teaching Vacancy list. A list of all applicants who registered for the EXPO was made available to personnel administrators before they left the event.

Fifty-nine South Carolina school districts took part in the EXPO, with 421 teachers registering from 29 states and one foreign country.

The 1999 EXPO will be held at the Myrtle Beach Convention Center in Myrtle Beach, June 8-10, 1999.

## Phone Responses to EXPO Newspaper Ads

| Year | 1998* | 1997* | 1996 | 1995 | 1994 |
|---|---|---|---|---|---|
| **Totals** | 876 | 1567 | 2536 | 3996 | 1888 |

*Does not include inquiries made via the home page

## Participation Rates of School Districts

| | |
|---|---|
| Ten out of ten EXPOs | 28 districts (33%) |
| Nine out of ten EXPOs | 10 districts (12%) |
| Eight out of ten EXPOs | 6 districts (7%) |
| Seven out of ten EXPOs | 3 districts (3%) |
| Six out of ten EXPOs | 2 districts (2%) |
| Five out of ten EXPOs | 4 districts (5%) |
| Four out of ten EXPOs | 5 districts (6%) |
| Three out of ten EXPOs | 6 districts (7%) |
| Two out of ten EXPOs | 8 districts (9%) |
| One out of ten EXPOs | 9 districts (10%) |
| Never participated | 5 districts (6%) |

## Responses by Location Where Newspaper Ads Were Placed

| | |
|---|---|
| Connecticut | 14 |
| Maine | 8 |
| Michigan | 21 |
| New Hampshire | 10 |
| Ohio | 40 |
| Rhode Island | 38 |
| Illinois | 52 |
| Massachusetts | 30 |
| New York | 195 |
| Pennsylvania | 50 |
| Alabama | 11 |
| Georgia | 33 |
| Mississippi | 11 |
| South Carolina | 90 |
| Virginia | 11 |
| Florida | 53 |
| Kentucky | 17 |
| North Carolina | 17 |
| Tennessee | 2 |
| West Virginia | 14 |

## EXPO Participants

| | 1998 | 1997 | 1996 | 1995 | 1994 | 1993 | 1992 | 1991 | 1990 | 1989 |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of Districts Participating | 59 | 54 | 54 | 49 | 43 | 52 | 55 | 64 | 59 | 49 |
| Number of Applicants | 421 | 493 | 752 | 721 | 870 | 791 | 1,119 | 848 | 371 | 282 |

# Teacher Forum

*Mission: The purpose of the South Carolina Teacher Forum is to give recognition to the state and district teachers of the year, to develop teacher leadership among this outstanding group, to give teachers a voice in educational issues that face teachers today at all levels and to impact the professional development of other teachers. In turn, the Teacher Forum encourages its members to facilitate the development of leadership skills among their peers and in their local teacher forums. The Teacher Forum serves as a recruitment resource in supporting the SCCTR's other programs in an effort to retain the best and brightest teachers in the classrooms of South Carolina. It also serves as a retention resource in supporting the best and brightest teachers already serving in the classrooms of South Carolina.*

Established by the SCCTR as part of its mission to improve teacher retention and to enhance the image of the teaching profession, the South Carolina Teacher Forum offers outstanding teachers from across South Carolina experiences for professional development, opportunities to discuss national, state and local educational issues and occasions to dialogue with key leaders and policy makers about a variety of topics affecting the educational system.

The South Carolina Teacher Forum is a voluntary, non-partisan organization unaffiliated with any other teacher organization in the state. Membership in the South Carolina Teacher Forum is limited to teachers of the year from all South Carolina school districts that select such an individual. Since the Forum was organized in April 1986, membership has grown to over 674, with approximately 65 new members added each year.

The South Carolina Teacher Forum is chaired by the current S.C. Teacher of the Year who heads a 15-member Leadership Council elected annually by Forum members. Each year the Leadership Council determines the issues for exploration at upcoming conferences and invites speakers and conference presenters with expertise in those issues to share information at the conference. The successes of the South Carolina Teacher Forum and its positive, constructive format have resulted in the formation of 26 local and regional teacher forums representing approximately 54 school districts, with other districts and regions requesting information on starting their own local forums.

Through this state-wide network of South Carolina's most outstanding teachers, the South Carolina Teacher Forum seeks further professional development opportunities for these teachers to impact South Carolina's educational systems through interaction with policy makers, business leaders and most importantly, other teachers.

## 1997-1998 Goals

1. Increase the number of local Teacher Forums
2. Improve the image of the teaching profession
3. Enhance communication between the local teacher forums, the state forum and the SCCTR's other programs
4. Provide input regarding legislative issues

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## Accomplishments of the State Teacher Forum

The goals of the SC Teacher Forum were accomplished in the following ways:

- The State Forum conducted six meetings of the Teacher Forum Leadership Council. These meetings included conference planning, dialoguing with Dr. Barbara Nielsen, and discussions and updates on "What Our Children Need" from Public Agenda, the House and Senate Accountability Bills, candidates running for State Superintendent, and issues being discussed at monthly State Board of Education meetings. These meetings allowed the Teacher Forum Leadership Council to provide input on legislative issues, to plan professional development for other teachers in South Carolina, and to network and collaborate with the Teachers in Residence representing the other SCCTR programs. Through these joint meetings with the SCCTR staff, the S.C. Teacher Forum Leadership Council was able to plan effective conferences that included aspects of the SCCTR's other programs such as methods to increase minority recruitment and recruitment of the best and brightest to the teaching profession.

- The State Forum distributed to the local teacher forums important information concerning teacher licensure, National Board Certification, charter schools, pre-service education recommendations and education accountability discussed at the state level. The State Forum also solicited input from the local teacher forums on these issues.

- The S.C. Teacher of the Year, acting as chair of the Teacher Forum, visited eight of the local teacher forums throughout the state serving as a spokesperson for teacher leadership and providing the vital link between the state and local forums and the SCCTR. In addition, over 14 of the local teacher forums were visited by a Teacher in Residence and other SCCTR members providing that vital link between the Teacher Forum and the other programs at the SCCTR.

- The South Carolina Teacher of the Year, acting as chair of the S.C. Teacher Forum, is also a member of the S.C. Chapter of the National Teachers of the Year. This organization meets annually to discuss issues at the state level and has recently published a directory of former state teachers of the year. This directory of teachers, to be distributed statewide, serves as a resource of teacher leaders who are willing to conduct professional development to districts and schools. This directory has been published on the SCCTR website.

- The State Forum sponsored the second Teacher Forum Networking Meeting at the beginning of the 1997-98 school year. Forum chairpersons, district liaisons, and district representatives interested in starting a local Forum met to learn about the history of the SC Teacher Forum, and how to get one started. The new Teacher Forum video was premiered and local forums showcased their forum's work from last year. Local Forums featured instructional fairs, newsletters, appreciation banquets, a Pig Pickin' and other activities.

- The State Forum sponsored a two-day Teacher Forum Fall Conference for district teachers of the year and chairs and co-chairs of the local teacher forums. Sessions on ADEPT, PASS Accountability, mentoring, legal teaching issues, technology in education, National Board Certification, brain research and learning styles were offered. Teachers were also asked to give input on "What Our Children Need."

- The State Forum sponsored a one-day spring conference for district teachers of the year, chairs and co-chairs of the local teacher forums. Teachers were given the opportunity to dialogue with a panel consisting of members from the SCEA, SCSBA, PSTA, SCASA and Aiken Co. Assistant Superintendent. Dr. Aretha Pigford gave a working session on "Teachers as Leaders." Teachers also wrote questions for the Superintendent of Education candidates for the radio program "Speaking of Schools."

- The S.C. Teacher Forum raised $1,147.91 for scholarships to Teacher Cadet students providing support for the Teacher Cadet Program as a recruitment effort and a means to improve the teaching profession.

- The S.C. Teacher Forum completed a video on the State Forum. This video, widely distributed across the state, served to improve the image of the teaching profession and to publicize the Teacher Forum as a professional development and retention resource in South Carolina.

- The Teacher Forum Leadership Council met, studied and discussed "At the Crossroads," the teacher licensure document, and provided written feedback to policy makers studying the document. The Leadership Council members also voluntarily attended State Board of Education meetings and were able to give updates to their local forums. Leadership Council members interviewed candidates running for State Superintendent on the "Speaking of Schools" radio program.

## 1998 State Teacher of the Year

Christine Fisher, 1998 SC Teacher of the Year, taught school music and band for twelve years at Southside Middle School in Florence, SC. Her school bands have earned the Outstanding Performance Award for twelve years in a row. Christine has developed a number of special music programs and received several music grants. A practicing musician, she plays clarinet in the Florence Symphony Orchestra. Christine had twice been selected as School Teacher of the Year and twice had been selected as District Teacher of the Year before being selected as the 1998 State Teacher of the Year. Christine has served on many local and state education committees including the writing team for the State's Visual & Performing Arts Frameworks and the music standards for Florence District One.

The current South Carolina Teacher of the Year serves for one year at the SCCTR as a Teacher in Residence. In addition to chairing the S.C. Teacher Forum, the State Teacher of the Year is involved in a number of activities and events at the state and national level. The State Teacher of the Year serves as a representative of the SCCTR and provides support to the various programs the SCCTR offers. The State Teacher of the Year also serves as an ambassador and spokesperson for the teaching profession, serves on statewide committees and meets regularly with administrators, teachers, legislators and policy makers.

### Accomplishments of the 1998 State Teacher of the Year

- Enhanced the public perception of the teaching profession through newspaper articles, features on ETV and public appearances.
- Served as a link between the SCCTR and state and national efforts at school improvement.
- Supported the programs of the SCCTR at the State Legislature.
- Supported the other programs of the SCCTR at conferences and training sessions throughout the state.
- Delivered the keynote address at schools, universities, education award programs and educational conferences throughout the state.
- Dialogued with key legislators on educational issues.
- Specifically served as an advocate and spokesperson for a well-rounded education that included the Arts. Emphasis was placed on the fact that every child, in every grade, in every school deserved the chance to be involved in the Arts.
- Helped establish six new local teacher forums.



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- Participated in the House of Representatives Ad-Hoc meetings on PASS, accountability legislation.
- Served as a teacher representative at the State Board of Education monthly meetings.
- Participated in the fall SouthEastern Regional Vision for Education (SERVE) conference in Atlanta.
- Contributed articles on relevant educational issues to *CenterPoint*, the SCCTR newsletter.
- Wrote a monthly column titled "Going the Extra Mile" for *CONNECT*; the State Department of Education's newsletter.
- Gave approximately 147 speeches on different educational issues across the state.
- Presented a session at the state Brain Research Conference and was a panel member at the closing general session.
- Presented at the State Character Education Conference and presented a session on Character Education and the Arts at the State Middle School Conference. Also served as a spokesperson for Character Education throughout the state when giving speeches to civic organizations.
- Attended the National Teacher Forum in Washington, DC and participated in focus group discussions on educational improvement.
- Participated in several live radio interviews.
- Participated in the ETV television program, *The Nielsen Report*, during American Education Week.
- Served as a member of the SERVE Teacher of the Year Advisory Council.
- Attended the Milken Awards and Technology Conference.
- Hosted the State Teacher of the Year luncheon.
- Represented South Carolina at the State Teacher of the Year Conference in Dallas, Texas.
- Participated in *Teacher Talk*, a statewide forum sponsored by the State Department of Education, SCEA, PSTA and the SCCTR.
- Represented South Carolina at the National Teacher of the Year Recognition events in Washington, DC.
- Served on the SAT task force that investigated ways to improve SAT scores in SC.
- Served on the IBM Data Warehouse Committee.
- Served as a reader on the Blue Ribbon Schools Committee.
- Served on the Technology Education Plan writing team.
- Served on a review team for the SC "greatest-need" school districts.
- Served as a Reader for Charter School Grants.
- Gave district in-services on integrating the arts across the curriculum, teachers as leaders, and mentoring and induction.
- Served as keynote speaker at nine Teacher Cadet Days, five ProTeam Days, the State Bus Drivers Conference, the State Certified Educators Conference, the State PTA Conference, and the State School Improvement Council Conference.

# Publications

*Mission: The purpose of SCCTR publications is to recognize outstanding programs and individuals within the SCCTR network, while informing readers about the programs and issues relevant to the SCCTR.*

## SCCTR Home Page

The Center updated and improved the design and information on the home page. The use of this technology enables the Center to reach more people who are seeking information. The site includes information about all of the Center's programs including ProTeam, Teacher Cadet, College HelpLine, Partnerships, Teacher Forum and Job Bank.

Home page address: http://www.scctr.org

## CenterPoint newsletter

Each issue of the newsletter consists of an "outer shell" plus program inserts. Program inserts contain specific information for individual programs including Teacher Cadet, ProTeam and Teacher Forum.

The newsletter is published quarterly. Articles are written by the SCCTR staff, including Teachers in Residence, as well as Teacher Forum members, Teacher Cadet and ProTeam instructors and their students. Recipients of the newsletter are encouraged to share or post each issue to benefit fellow faculty members and administrators within schools and colleges.

Issues of the 1997-98 newsletter were distributed in October, December, April and July. Center personnel solicited information from both Cadets and instructors through questionnaires, news forms and by personal contact with prospective contributors. Instructors, students and Teachers in Residence published various activities and achievements through the ProTeam "Braggin' Board" and Teacher Cadet "News From Y'all" sections.

Copies of newsletters were provided as handouts when teacher trainings and conference presentations were given both in-state and out-of-state. The newsletters have promoted positive public relations on behalf of the Center throughout the state and the nation.

## Teacher Forum and ProTeam brochures

In an attempt to continue to publicize the Teacher Forum and ProTeam programs, brochures that were created during the 1995-96 school year have been updated and reprinted for distribution. The brochures continue to feature highlights of the programs and are used in all correspondence and presentations relevant to Teacher Forum and ProTeam.



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## Handbook for Teachers in Residence

Revisions of current content and the addition of further information is ongoing with the Handbook for Teachers in Residence. The purpose of the Handbook, first published in 1995-96 in its current format, is to provide basic information about the ongoing operation of the Center and its staff, as well as to specify duties of the Teachers in Residence.

## New Publications

### Teacher Cadet booklet

In an attempt to continue to publicize the Teacher Cadet Program, a booklet has been created this year and printed for distribution. The publication features stories of former Cadets and the benefits of taking the class. Also included in the booklet is a historical timeline of the development of the Cadet Program and its connections to ProTeam, college partners and College HelpLine.

### SCCTR booklet

Formatted in the same style as the Teacher Cadet booklet, this publication has been created as a primary source of information about the general responsibilities of the Center and all of its programs. Two pages are dedicated to each program. This booklet will be completed and printed during the fall of 1998.

### State Teacher of the Year Speakers' Bureau Directory

This directory has been created to provide information on areas of expertise and availability of the South Carolina State Teachers of the Year to conduct professional development. It will be distributed to all former State Teachers of the Year and to interested education personnel who may be seeking information about distinguished educators who are available for speaking engagements.

# 1997-98 Year End Financial Report

| Program | Budget | Expenses | Receipts | Balance | Percentage |
|---|---|---|---|---|---|
| Teach Cadet | $250,534 | 285,187.43 | 21,115.04 | -13538.39 | -5.40% |
| College Partners | $106,031 | 99,508.56 | 0.00 | 6,522.44 | 6.15% |
| Pro Team | $105,917 | 115,667.05 | 4,337.95 | -5412.10 | -5.11% |
| Min. Rec/CH | $21,812 | 22,045.14 | 0.00 | -233.14 | -1.07% |
| Teach Forum | $82,028 | 96,300.41 | 14,272.41 | 0.00 | 0.0% |
| Rec. Partner. | $17,475 | 17,964.96 | 0.00 | -489.96 | -2.80% |
| Marketing/Pub. | $30,212 | 20,952.03 | 0.00 | 9,259.97 | 30.65% |
| Office Support | $96,454 | 117,337.99 | 4,050.89 | -16,833.10 | -17.45% |
| Stf/Dir Trav | $12,256 | 9,479.91 | 0.00 | 2,776.09 | 22.65% |
| Salaries | $241,864 | 237,714.01 | 0.00 | 4,149.99 | 1.72% |
| Teach Careers | $25,000 | 22,505.00 | 0.00 | 2,495.00 | 9.98% |
| PolicyBd./TF | $4,550 | 42,08.96 | 0.00 | 341.04 | 7.50% |
| Job Bank | $25,975 | 21,102.26 | 0.00 | 4,872.74 | 18.76% |
| EXPO | $10,000 | 3,702.69 | 0.00 | 6,297.31 | 62.97% |
| Moving | $35,300 | 35,507.89 | 0.00 | -207.89 | -0.59% |
| **Totals =** | **1, 065,408** | **1, 109,184.29** | **43,776.29** | **0** | **0.0%** |

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# 1998-99 Budget

| | 1997-98 Budget | Change | 1998-99 Budget |
|---|---|---|---|
| **Office Salaries & Fringes**[1] | **$153,773** | **$989** | **$154,762** |
| **Office Support** | | | |
| Winthrop Direct Costs | $8,713 | $0 | $8,713 |
| Albright Realty Company[5] | $15,300 | $5,100 | $20,400 |
| Phone | $10,763 | $0 | $10,763 |
| Postage | $20,000 | $0 | $20,000 |
| Printing | $10,250 | $0 | $10,250 |
| Furniture and equipment | $5,000 | ($3,000) | $2,000 |
| Newspaper clipping service | $500 | $0 | $500 |
| Temporary salaries | $9,315 | ($3,226) | $6,089 |
| Summer salaries for TIRs | $10,000 | ($4,800) | $5,200 |
| Research Assistant | $0 | $45,000 | $45,000 |
| Student Assistants | $4,400 | $0 | $4,400 |
| Subscription, dues | $1,000 | $0 | $1,000 |
| Web Site Maintenance | $0 | $1,620 | $1,620 |
| Office supplies | $9,000 | $500 | $9,500 |
| Maintenance Contracts | $600 | $0 | $600 |
| Moving Expenses | $20,000 | ($20,000) | $0 |
| **Total** | **$124,841** | **$21,194** | 146,035 |
| **Policy Board/Task Force** | | | |
| Policy Board Travel | $2,200 | $0 | $2,200 |
| P/B Postage, Print, Materials | $1,900 | $0 | $1,900 |
| Task Force Travel | $300 | $0 | $300 |
| TF Postage, Print, Materials | $150 | $0 | $150 |
| **Total** | **$4,550** | **$0** | **$4,550** |
| **Staff and Director Travel** | | | |
| Out of state | $2,000 | $ 0 | $2,000 |
| In state | $10,256 | $0 | $10,256 |
| **Total** | **$12,256** | **$0** | **$12,256** |

| | 1997-98 Budget | Change | 1998-99 Budget |
|---|---|---|---|
| **Teacher of the Year/Teacher Forum** | | | |
| Teacher of the Year Salary and Fringes[1,2] | $48,362 | $2,139 | $50,501 |
| TIR Salaries and Fringes (6%)[1,2,3] | $16,728 | $753 | $17,481 |
| Travel TOY | $7,500 | $0 | $7,500 |
| Travel TIRs[4] | $0 | $2,700 | $2,700 |
| Phone TOY | $1,000 | $0 | $1,000 |
| Phone TIRs[4] | $0 | $360 | $360 |
| Program Activities | $8,798 | $0 | $8,798 |
| Leadership Council | $3,105 | $0 | $3,105 |
| Printing, Mailing, Video Costs | $1,897 | $0 | $1,897 |
| Office Staff Salaries[1] | $17,649 | $441 | $18,090 |
| Office Staff Fringes[1] | $4,942 | $124 | $5,066 |
| **Total** | **$109,981** | **$6,517** | **$116,498** |
| | | | |
| **Teacher Job Bank** | | | |
| Mailing, printing | $12,300 | ($3,700) | $8,600 |
| Advertising | $675 | $0 | $675 |
| EXPO Job Fair | $10,000 | $0 | $10,000 |
| WATS line service | $13,000 | $0 | $13,000 |
| Office Staff Salaries[1] | $18,000 | $450 | $18,450 |
| Office Staff Fringes[1] | $5,040 | $126 | $5,166 |
| **Total** | **$59,015** | **($3,124)** | **$55 ,891** |
| | | | |
| **Teacher Cadet Program** | | | |
| TIR Salaries & Fringes (55%) [1,2,3] | $142,534 | $6,414 | $148,948 |
| Travel[4] | $7,500 | $17,250 | $24,750 |
| Phone[4] | $1,000 | $2,300 | $3,300 |
| High school site support | $38,000 | $0 | $38,000 |
| Teacher training-new teachers | $5,000 | $0 | $5,000 |
| Professional Development | $25,000 | $0 | $25,000 |
| Material, supplies, printing | $15,000 | $0 | $15,000 |
| Equipment | $0 | $0 | $0 |
| Student conferences | $4,000 | ($500) | $3,500 |
| Program Evaluation | $12,500 | $0 | $12,500 |
| Office Staff Salaries[1] | $16,430 | $411 | $16,841 |
| Office Staff Fringes[1] | $4,600 | $115 | $4,715 |
| **Total** | **$271,564** | **$25,990** | **$297,554** |

| | 1997-98 Budget | Change | 1998-99 Budget |
|---|---|---|---|
| **College Partnerships** | | | |
| TIR Salary & Fringes (11%)[1,2,3] | $27,531 | $1,239 | $28,770 |
| Travel[4] | $7,500 | ($2,550) | $4,950 |
| Phone[4] | $1,000 | ($340) | $660 |
| College site support | $65,000 | $3,250 | $68,250 |
| Training-new partners | $1,500 | $0 | $1,500 |
| Professional Development | $2,000 | $0 | $2,000 |
| Materials, supplies, printing | $1,500 | $0 | $1,500 |
| Equipment | $0 | $0 | $0 |
| Office Staff Salaries[1] | $3,904 | $98 | $4,002 |
| Office Staff Fringes[1] | $1,094 | $27 | $1,121 |
| **Total** | **$111,029** | **$1,724** | **$112,753** |
| | | | |
| **ProTeam Program** | | | |
| TIR Salary & Fringes (19%)[1,2,3] | $48,441 | $2,180 | $50,621 |
| Travel[4] | $7,500 | $1,050 | $8,550 |
| Phone[4] | $1,000 | $140 | $1,140 |
| Middle school site support | $11,250 | $0 | $11,250 |
| Teacher training-new teachers | $4,000 | $0 | $4,000 |
| Professional Development | $12,501 | $0 | $12,501 |
| Material, supplies, printing | $9,225 | $0 | $9,225 |
| Equipment | $0 | $0 | $0 |
| Regional Student conferences | $5,000 | $0 | $5,000 |
| Program Evaluation | $7,000 | $0 | $7,000 |
| Office Staff Salaries[1] | $7,809 | $195 | $8,004 |
| Office Staff Fringes[1] | $2,186 | $55 | $2,241 |
| **Total** | **$115,912** | **$3,620** | **$119,532** |
| | | | |
| **Minority Recruit/College Helpline[6]** | | | |
| TIR Salary & Fringes (3%) [1,2,3] | $8,712 | $392 | $9,104 |
| Travel[4] | $7,500 | ($6,150) | $1,350 |
| Phone[4] | $1,000 | ($820) | $180 |
| Partnership Newsletter | $600 | $0 | $600 |
| Printing & Materials | $2,000 | $0 | $2,000 |
| Equipment | $0 | $0 | $0 |
| Student Services | $2,000 | $0 | $2,000 |
| Office Staff Salaries[1] | $3,904 | $97 | $4,001 |
| Office Staff Fringes[1] | $1,084 | $27 | $1,111 |
| **Total** | **$26,800** | **($6,454)** | **$20,346** |

| | 1997-98 Budget | Change | 1998-99 Budget |
|---|---|---|---|
| **Summer Institutes** | | | |
| Teaching Careers Institute | $12,500 | ($12,500) | $0 |
| Crossroads Institute | $12,500 | ($12,500) | $0 |
| **Total** | **$25,000** | **($25,000)** | **$0** |
| | | | |
| **Recruitment Partnerships** | | | |
| TIR Salary & Fringes (3%)[1,2,3] | $8,712 | $392 | $9,104 |
| Travel[4] | $7,500 | ($6,150) | $1,350 |
| Phone[4] | $1,000 | ($820) | $180 |
| Materials, Supplies, Printing | $263 | $0 | $263 |
| **Total** | **$17,475** | **($6,578)** | **$10,897** |
| | | | |
| **Marketing/Publications** | | | |
| TIR Salary & Fringes (3%)[1,2,3] | $8,712 | $392 | $9,104 |
| Travel[4] | $7,500 | ($6,150) | $1,350 |
| Phone[4] | $1,000 | ($820) | $180 |
| Newsletter Printing | $3,000 | $700 | $3,700 |
| Consultant | $5,000 | ($5,000) | $0 |
| Video Production | $8,000 | ($8,000) | $0 |
| **Total** | **$33,212** | **($18,878)** | **$14,334** |
| | | | |
| **TOTAL EXPENDITURES[7]** | **$1,065,408** | **$0** | **1,065,408** |

## Notes to 1998-99 Budget

1. 2.5% increase (State employee raises, teacher raises)

2. 2.0% step increase for teachers in residence

3. **Teachers in Residence Salaries and Fringe Benefits**
   Teachers in Residence Salaries have been divided among the programs they serve. For example, in 1996-97 the six teachers in residence averaged spending 55% of their time working with the Teacher Cadet Program. For budget purposes, the total of the projected salaries and fringe benefits for the 1998-99 teachers in residence were multiplied by 55% to determine the amount of money budgeted for their salaries for the Teacher Cadet Program. The other programs were calculated as follows: Teacher Forum - 6%; College Partnerships - 11%; ProTeam - 19%; Minority Recruitment/College HelpLine - 3%; Recruitment Partnerships - 3%; Marketing/ Publications - 3%.

4. **Teachers in Residence Travel and Phone**
   Allocations for travel and phone service for Teachers in Residence have been divided among the programs they serve. For example, in 1996-97 the six teachers in residence averaged spending 55% of their time working with the Teacher Cadet Program. For budget purposes, the total of the projected travel and phone service for the 1998-99 teachers in residence were multiplied by 55% ($6,000 X 55% = $3,300) to determine the amount of money budgeted for their travel and phone service for the Teacher Cadet Program. The other programs were calculated as follows: Teacher Forum - 6%; College Partnerships - 11%; ProTeam - 19%; Minority Recruitment/College HelpLine - 3%; Recruitment Partnerships - 3%; Marketing/Publications - 3%.

5. **Facilities for SCCTR**
   Rent for the Ward House is $1,700 per month.

6. **Minority Recruitment**
   All programs sponsored by SCCTR emphasize the recruitment of persons of color into the teaching profession. Specifically, as required by the proviso *...of which $200,000 must be used for specific programs to recruit minority teachers...*, the SCCTR allocates funds to ethnic minority teacher recruitment through the ProTeam Program, the College HelpLine Program, the Crossroads Institute, the Minority Teacher Recruitment Partnership, Recruitment Partnerships, advertising for EXPO directed towards minority candidates, etc. The Teacher Cadet Program also has approximately 35% of its participants who are minority.

7. **Increases**
   The estimated costs of salary increases for 1998-99 is $17,056. The increase in rent from 97-99 for the additional four months is $5,100. Therefore, with level funding, we are starting this fiscal year with $22,156 less than we had one year ago. We are also planning to hire a research analyst and eliminate the summer institutes.

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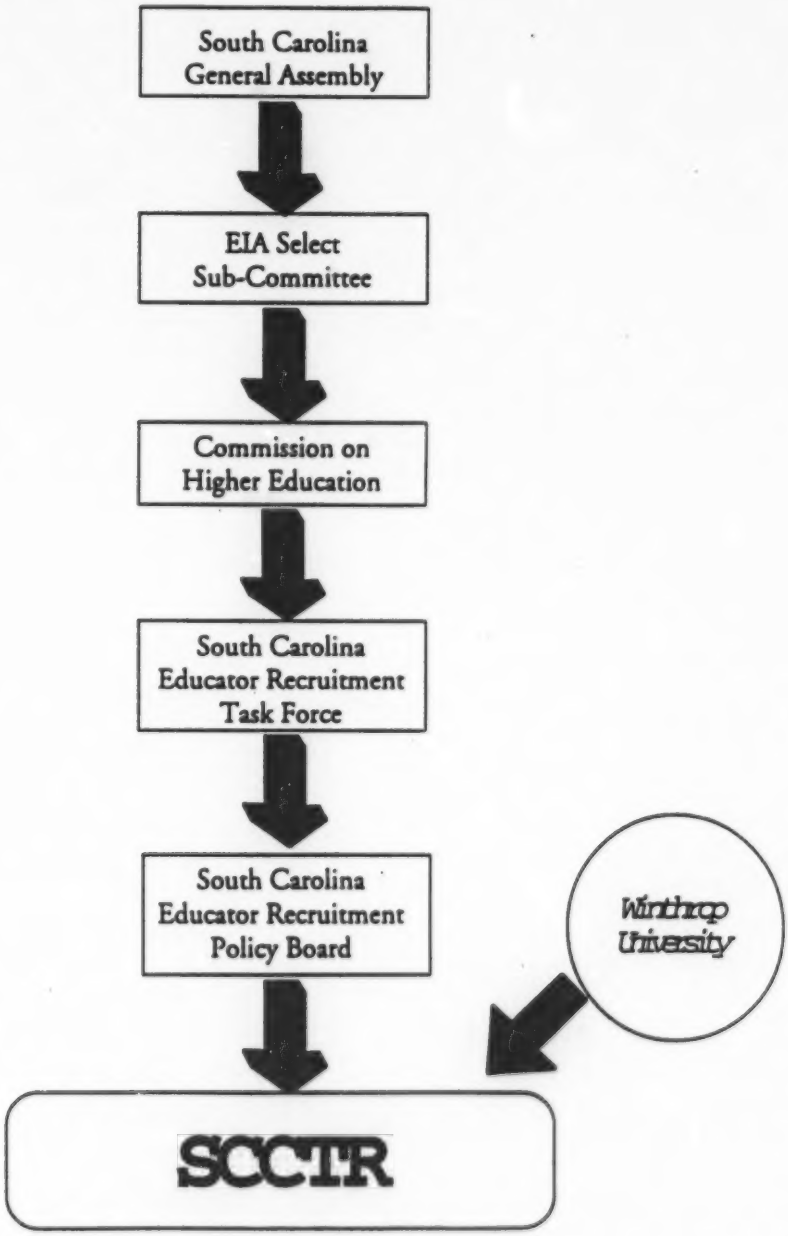
# SCCTR Governance



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